Valentina Mei-Yin Chen

# GRAMMAR PLUS

ENGLISH GRAMMAR
REFERENCE AND PRACTICE





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#### Grammar Plus B2

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#### Acknowledgements

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Printed by Tecnostampa - Pigini Group Printing Division Loreto - Trevi (Italy) 15.83.060.0

ISBN 978-88-536-1531-2

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# **Present simple or Present continuous**

	PRESENT SIMPLE	PRESENT CONTINUOUS	
Affirmative	I / You / We / They work. He / She / It works.	I'm / You're / We're / They're working. He's / She's / It's working.	
Negative	I / You / We / They don't work. He / She / It doesn't work.	I'm not / You / We / They aren't working. He / She / It isn't working.	
Interrogative	Do I / you / we / they work? Does he / she / it work?	Am I / are you / we / they working? Is he / she / it working?	
Short answers	Yes, I do. / No, he doesn't.	Yes, I am. / No, she isn't.	

#### USAGE AND EXAMPLES

- regular or repeated actions / events:
   It rains heavily in March and April.
- permanent situations and general facts:
   Water freezes at 0°C.
- scheduled events (trains, shops, TV programmes, etc):
  - What time does the bank open today?
- state verbs (opinion, preference, feelings, memory, knowledge, state or appearance): He enjoys travelling.
- narrating fictional stories:
   Oliver Twist runs away and goes to London.
- everyday routine:
   What do you usually do at the weekend?

#### USAGE AND EXAMPLES

- things happening now:
   It isn't raining at the moment.
- actions taking place around the present:
   I'm not going to school today.
- temporary actions: What are you doing these days?
- changing situations:
   The world population is increasing.
- future arrangements:
   Ellen's having lunch with us tomorrow.
- asking about one's plans:
   Where are you going next summer?

#### Frequent key expressions (frequency)

always, usually, habitually, often, sometimes, rarely, seldom, hardly ever, never, every day, twice a week

#### Frequent key expressions (present and future time)

now, at the moment, these days, today, tonight, tomorrow, this afternoon, next weekend

#### Note!

Verbs expressing physical perception (see, hear, smell, taste) are often used with can:

I can't see John anywhere, it's too crowded.

Can you hear me?

I can't smell anything: I have a cold.

#### Note:

The Present continuous is used with always when it expresses irritation about something happening too often:

You're always losing the car keys, Dave! Why is Ellie always taking my things without asking? I hate it when she does that.

 Some state verbs may have <u>different meanings</u> so sometimes you can use them in the continuous form. Compare the examples:

have She has a brother. (relative or possession)
see Do you see what I mean? (understand)
think I don't think this is my book. (opinion)
look You look sad. What's wrong? (appearance)
taste This roastbeef tastes delicious. (state)

Jack is being very talkative today. (he usually isn't)

She's having a walk with her brother. (have = action)

Are you seeing Lucy tonight? (see= meet)

What are you thinking about? (mental activity)

What are you looking at? (voluntary action)

I'm tasting the wine to see if it's sour. (action)

1	W	hat are the 8 speakers doing? Match the sentence	es (1	8) to the	correct functions (a-h)				
	1	Are you seeing Jane tomorrow?		а	asking about preference				
	2	You don't like French cuisine, do you?		Ь	talking about temporary situation				
	3	It's getting dark, isn't it? Let's go home.		С	talking about a scheduled event				
	4	What time does the train to Bristol leave?							
	5	☐ Tom isn't very reliable. He's always making	ses. d	describing a changing situation					
	6	In the film the protagonist survives an air-cra	ish	е	narrating a fictional story				
	_	and spends four years on a desert island.		E	describing what's happening				
	7	☐ This week she isn't going to the office		g	complaining about a bad habit				
		because she's ill.							
	8	☐ The plane is taking off. Turn off your mobile	•	h	asking about someone's plans				
2	Un	derline the correct present tense.							
	1	Why does the dog smell / is the dog	5	Adam looks / is looking like his brother a					
		smelling you?		lot.					
	2	This pullover feels / is feeling so soft.	6	_	They hate / are hating going to the theatre.				
	3	1 think / 'm thinking of moving away.	7		at do they look / are they looking for?				
	4	Sorry, we have / 're having lunch: can you call back later?	8	Be quiet	please, I try / 'm trying to study.				
3	W	Write the correct present tense of the verbs in brackets.							
	1	They (usually / not / walk)	6	What	(Tom / do)?				
		to school.		- He's an	engineer.				
	2	Just a second. I (finish) my	7	Why	(they / drive) on the				
		homework.		left in Bri					
	3	How (your sister / go) to	8		(you / have) a second?				
		work every day?		No, sorry	, I (work).				
	4	In my country it (not /	9		(you / always /				
		snow) very often.			e door open?!				
	5	My pen (not / work). Can	10		(Anne / wait) for?				
		I borrow yours, Robert? I (not/know).							
4	6	Listen to the interview and write the boy's an	swe	rs.					
	1	Tell me about your city.							
	2	How do you usually go to school?							
	3	What do you think of horror movies?							
	4	What are your hobbies?							
	5	What do your parents do?							
	6	What are your plans for the summer?							
	7	What are your subjects this year?							
		Trial bie your subjects this year:							

	W	at colou	r I you I li	ke?		What	colour do	you like?		
1	she	/ usually		the law fire	m / but /					
2		-	eat / muc problems?		ays. / she /					
3	Pel	er / not /	remembe	r / names	well.					
4			the bus to we / walk.		week / but /	_				
5		often ening?	go / to th	e theatre i	in the	_				
6	<ul> <li>6 How often / she / play / basketball?</li> <li>7 this year / we / go / holiday / June / but / we / go / usually / August.</li> </ul>									
7					_					
8		sun / sh go to the		1 / not / h	ave / time /					
		the blanl gative fo		e correct t	ense of the	verbs fro	om the bo	x in the af	firmative,	negative (
	be	do	have	leave	leave	hope	need	think	work	write

Dear David,		
I (1)	to you because I (2)	to ask a favour of you.
[ (3)	for France tomorrow at	fternoon but everybody at home
(4)	so nobody can take me t	to the airport. My plane (5)
at a quarter pas	st three but passengers (6)	to be there an hour before departure
(7)	you	you can drive me to the airport?
(8) I	уоц (9)	anything tomorrow but don't worry if you
(10)	busy: I'll ask someone o	else. Speak to you soon.
Alice		

7 You overhear two friends looking at a family photo album and commenting on the people they see in it. Say which photo they are talking about.





# Past simple or Past continuous

	PAST 5	IMPLE	PAST CONTINUOUS
Affirmative	verbs:	He chatted. He wrote.	I / He / She / It was living / writing. You / We / They were chatting / going.
Negative	I didn't go / We did He didn't live / The		1 / He / She / It wasn't living / writing. You / We / They weren't chatting / going.
Interrogative	Did you write? / Did he jump?		Was I / he / she / it living / writing? Were you / we / they chatting / going?
Short answers	Yes, I did / No, he d	idn't.	Yes, I was / No, they weren't.

#### USAGE AND EXAMPLES

 an action / event that happened at a known or specific moment in the past or for a past period of time:

It rained a lot in Brussels last week

 a chronological sequence of actions that happened in the past:

He got in, started the car and drove away.

#### USAGE AND EXAMPLES

an action / event that was in progress at a specific time in the past:
 It was raining when I arrived in Brussels.
 I met Lucy while I was studying at Oxford.
 What were you doing yesterday at 10?
 As I was walking in the park, I noticed three squirrels on the grass.

Frequent key expressions (past time)	Frequent key words (expressing duration)
when, yesterday, last night, in the past, 3 days ago, in 1967	while, as, when

#### PAST SIMPLE or PAST CONTINUOUS

The **Past continuous** and the **Past simple** are often found in the same sentence to express the relationship between two past activities. Study these examples:

Jane was sleeping when the thieves broke in. (the thieves interrupted Jane's sleep)
The phone rang while we were having dinner. (the phone rang during dinner)

#### Note:

- Be and modal verbs do not take auxiliary 'did / didn't' in negative and interrogative forms of the Past simple.
- The Past continuous is not used with state verbs. (see Unit 1)

1	Underline the correct past tense in each senten	ce.					
	1 She ran / was running out as soon as she	4 5		Was it raining at 6 this morning	?		
	heard / was hearing the fire alarm.  Where did you go / were you going when	3	his son in th	stood / was standing next to ne large room. Everybody was	/		
	I saw you?  3 The plane landed / was landing on time	6	What time	quiet. tid Mary leave / was Mary			
	and all the passengers got / were getting off.	Ü	leaving the				
2	Write the correct past tense of the verbs in bra-	ckets.					
	1 I (not / listen) to the	7	1	(not / look) so i (not / see) to	ne		
	teacher so I (not / hear) the		car crash.				
	instructions to the exercise.	8		(Jack / be) at home at 4?			
	2 He (walk) into the room		No, he	(drive) to Dallas at			
	and (start) shouting.		that time.				
	3 Sorry, the line is bad. I	9		you			
	(not / can) hear what you said.			t university? Yes, but I			
	4 it (snow)			(not / disturb) her because			
	when the car (break) down?	3.0		(study) in the library.			
	5 Yesterday I (not / have) lunch	10		(hear) two people			
	because I (have) stomachache.			the other room, but I don't			
	6 What (Terry / do) last			they (talk)			
	summer?		about.				
3	text.						
	I'm finally back home after a 2-day nightmare. Things (1)						
	I (2) (leave), when I (3) (realise) I cou						
	I finally (4) (find) it: it (5) (lie) under the bed and I'm still wondering how it (6) (end) up there! Anyway, I (7) (grab) a taxi and of course I (8) (get) stuck in one of the biggest						
	traffic jams I've ever seen. As I (9) (get) out the						
	(11) (fall) into a puddle while everybody (12)						
	plane (13) (move) on the runway and ready to	take off. I	(14)	(go) back to the check-in			
	counter and the agent (15) (tell) me that the ne	ext plane	was the next da	y			
4	Listen to the recording and fill in the blank verbs from the box.	ks with	the Past simp	ole or Past continuous of the			
	babysit keep look (x2) open ring	rush	see slee	p stand tell wear			
	Last night I had a dream that I (1) my little sist	ter at my i	place when som	neone (2) the doorbell.			
	I (3) the door and I (4) two strange-						
	them (6) a clown outfit while the other (7)	lik	e an ape and (8	telling silly jokes			
	trying to make me laugh. They (9) me they (10	))	for their black	ck and white kitten and when			
	I said I hadn't seen it they (I1)upstairs where	my sister	(12)	. Then I woke up.			

### Used to / Would

	USED TO			
Affirmative	Negative	Interrogative		
l used to go.	I didn't use to go.	Did I use to go?		
You used to go.	You didn't use to go.	Did you use to go?		
He / She / It used to go.	He / She / It didn't use to go.	Did he / she / it use to go?		
We used to go.	We didn't use to go.	Did we use to go?		
You used to go.	You didn't use to go.	Did you use to go?		
They used to go.	They didn't use to go.	Did they use to go?		
	Short answers			
Affirmative Yes, I / you / he / she / it / we / you / they did.				
Negative	Negative No, I / you / he / she / it / we / you / they didn't.			

#### USAGE AND EXAMPLES

Used to is found in sentences describing a past habit, or situation that is no longer true: it can be
used for both actions and situations or states. Study these examples:

I used to be very shy but then I met my best friends Lisa and Carol.

My brother goes to the theatre every two weeks but he didn't use to like it as a teenager.

What did you use to do when you were in elementary school?

 Would can also be used to describe regular habits or activities of the past and it can often substitute used to. It is normally only used in the affirmative.

When I was younger I loved walking in the park near home. Every morning, before going to work, I would go (used to go) for a stroll with my dog and enjoy the quiet.

#### USED TO or WOULD

· Remember that would cannot be used to describe states or situations. See the examples below:

My brother used to be very touchy as a child. Every time he got a lower mark than me he would stop (or: used to stop) talking to me for a few days.

My grandma was a great woman. She didn't use to be very talkative but she would always give you a hand if you needed help.

1	Do these sentences i	refer to past	habits /	situations that	aren't	true now	(A) (	or not	(B)
---	----------------------	---------------	----------	-----------------	--------	----------	-------	--------	-----

		 _
1	I used to get up late on Sundays when I was younger.	
2	I got up at 7 last Sunday.	
3	Where were you working in the 1980s?	
4	My sister didn't use to wear jeans but now she loves them.	
5	My sister wasn't wearing jeans when she came over.	
6	Did you use to be a bright student at school?	
7	When it rained we would take out a board game and play all afternoon.	
8	I used a lot of flour to make this cake.	
9	What would you like to do?	
10	I often invited them over but they would always say no.	

2	Change the underlined verbs in the following senter	nces using used to.
	I <u>loved</u> heavy metal when I was in high school     We were friends but I don't know where he lives now.	
	3 What subjects did you like when you were	
	In high school?  4 I didn't go out very often in the past.  5 There were fewer cars 10 years ago.  6 It wasn't so warm in October when I was a child.	
3	Underline the correct tense in the following sentence	es.
	1   saw / used to see my brother a lot but then we fell / used to fall out over an inheritance.	<ul> <li>4 Lucy would have / used to have long hair as a teenager.</li> <li>5 1 lived / would live in Rome from 1990</li> </ul>
	2 Emma wouldn't / didn't use to write poems but then she met / used to meet Greg and	to 2005. I went / used to go to St Peter's Cathedral every month.
	would start / started being romantic.  I would hate / used to hate dark chocolate as a child, but I can't live without it now.	6 Did you use to be / Would you be shy when you were little?
4	Listen to the an extract from 'Eveline', Dubline verbs from the box.	rs by James Joyce and complete it with the
	used to play played used to be boug built seemed used to play	· · · · · · · · · · · · · · · · · · ·
	Few people (1)  The man out of the last house passed on along the concrete pavement and afterwards crunching on the cinder (3)  a field there in which they (4)  every even in (5)  the field and (6)  houses in it — not like their roofs. The children of the avenue (7)  together in that field cripple, she and her brothers and sisters. Ernest, however, never (8)  them in out of the field with his blackthorn stick, but usually little Keog her father coming. Still they (12)  to have been rather happy mother was alive. That was a long time ago, she and her brothers and six was dead, too, and the Waters had gone back to England. Everything of the last was a long time ago, she and her brothers and six was dead, too, and the Waters had gone back to England. Everything of the last was a long time ago, she and her brothers and six was dead, too, and the Waters had gone back to England.	path before the new red houses. One time there ing with other people's children. Then a man from Berfast or little brown houses but bright brick houses with shining of — the Devines, the Waters, the Dunns, little Keogh the The was too grown up. Her father (9) on the little was not so bad then, and besides, her disters were all grown up her mother was dead. Tizzie Dunn
5	Fill in the blanks with the correct verb from the box Write both used to and would if both of them can b	
	be (x3) be able to call enjoy fast	forget get give go take
	<ul> <li>I was already so fond of movies! I used to I</li> <li>I was already so fond of movies! I used to I</li> <li>I bad a bald when he was 25, of course!</li> <li>We to speak German but we soon</li> <li>It because we never used it</li> <li>When I was at university I my</li> </ul>	4 She scuba diving but one day some sharks attacked her so she it up. 5 George very sporty every morning he up early and run 10 km. 6 My grandfather every Sunday, he believed it good for his health

# Present perfect simple; Present perfect simple or Past simple

Regular **Affirmative** I have worked / You have lived / She has attended / They have played. verbs: Irregular I have been / You have spoken / He has written / We have run / They have had. verbs: I / You / We / They haven't lived Negative He / She / It hasn't done. Interrogative Have I / you / we / they studied ...? Has he / she / it given ...? No, I / you / we / they haven't. Short answers Yes, I / you / we / they have. Yes, he / she / it has, No, he / she / it hasn't.

#### USAGE AND EXAMPLES

The Present perfect is used for actions or events happening from the past until now. In particular:

- when focusing on the experience so far (time of the past action is unimportant or not mentioned):
   I've done my homework, Mum!
- when the past action has a result in the present situation:
   Have you seen my glasses? (I'm looking for them now)
- when we talk about a recent event or action:
   The road is closed There's (=has) just been an accident Have you met him lately?
- often with the adverbs: never, ever, already, yet:
   Have you ever eaten frogy? (asking if that has or hasn't happened)
   The film's already begin—Has the train left yet? No, it hasn't left yet.
- with expressions like. It's the first/second time \_\_\_, with superlatives as in\_ it's the best book.
   This is the third time I've met her today It's the worst film I've watched.

#### PRESENT PERFECT SIMPLE or PAST SIMPLE

I cut my finger (when is irrelevant)

The train has just arrived. (very recently)

The train arrived a few minutes ago. (time expression)

Spielberg has made a lot of films. (he's alive)

Oh no, I've lost my passport. (I'm still loking for it)

(it's 11 am) I've done three exercise this morning

Have you been to Brazil? (experience so far)

I cut my finger while cooking. (time expression)

The train arrived a few minutes ago. (time expression)

Shakespeare wrote a lot of plays. (he's dead)

I lost my passport but I found it. (completed)

(it's 3 pm) I did three exercises this morning

When did you go to Brazil? (time expression)

#### Note!

When talking about a past experience the opening sentence is usually **Present perfect simple** However, if you keep talking about it, you switch to **Past simple**. Study the example:

A: Have you ever been to that restaurant? B Yes, I have (opening sentence = focus on experience)

A: Did you like the food there? B Yes, it was delicious, (focus on specific time)

When using the Present perfect of go you use gone when someone is still where he/she went and been when the person is back. Compare the situations:

Where's Anna? She's gone to the doctor's. / Anna's been to the doctor. He said she's fine

1	Underline the elements that suggest the use of	f Dracan	t marfant e	u Daet cimala in	anch contanna
	Underline the elements that suggest the use of Tany has been to topon the election year.  I had a sandwich half an hour ago.  I still haven't decided what to do  Milly's made 25 phone calls today.  My son broke his ankle while running.	or Presen	Angela' soon. Reagan	s gone to the cer	tre. She'll be back
2	Underline the correct tense in each sentence.				
6	<ol> <li>Their train has left / left a few minutes ago.</li> <li>When have you sold / did you sell your car.</li> <li>We've spent / spent all the money. We're broke</li> <li>What time has the film started / did the film start?</li> <li>As a child I haven't liked / didn't like reading</li> </ol>	. 7 . 8	How m feed the	onth they've beer twice. any times have y e cat yesterday? seen / saw Jennife happy.	ou fed / did you
3	Build the sentences with the correct tense usi	ing the e	xpression	in brackets.	
	<ul> <li>Tom / meet your parents? (ever)</li> <li>My mother / ski. (never)</li> <li>Jack / win the match. (last Sunday)</li> <li>Amanda and her parents /move here. (in 26)</li> <li>When / you / buy the new scooter?</li> <li>Anybody / call / the police? (yet)</li> <li>I / do this exercise / twice. (already)</li> <li>Danny / leave the house. (a few hours ago)</li> <li>How many cars / you / have? (so far)</li> </ul>	005) _	las Tom e	er met your pare	ents?
4	Listen to the recording and CIRCLE what finished preparing.	George	has bougl	it. Then UNDERL	INE what Tina has
		×	noathalle	chases whi	te wine
	shrimp mayonnaise eggs lasa	agna r	neatballs	cheese whi	te witte
5	brackets. You must use between 2 and 5 wor 1 I still have to finish my homework. (finishe 2 It started raining a minute ago. (just) 3 Do you still have to have breakfast? (yet) 4 We've never seen a real whale before. (first 5 His other books are all better than this. (with 6 Lucy went to Bristol but she's back now. (he	rds. rd) t) ritten)	l _ lt _ Ha Thi Thi		using the word in yet. raining. ? a whale. to Bristol.
6	For each sentence choose A, B or C.				
	1 Bill anywhere? Roger's looking for him. 2 Tracy to the dentist. Can you call later? 3 How many jobs—so far? 4 I've been to Canada twice this year. 5 Grandpa here 25 years before retiring. 6   all my homework this afternoon.	A went	orked	B did you see B has been B did you have B just B worked B did	C were you seeing C has gone C have you had C already C did work C made

# Present perfect continuous or Present perfect simple

PRESENT	PERFECT	CONTU	NUOUS
---------	---------	-------	-------

Affirmative I've been working / They've been travelling / He's been reading / It's been snowing.

Negative You haven't been waiting / He hasn't been eating.

Interrogative Have you been sleeping? / Has she been writing?

Short answers Yes, I / you / we / they have. No, I / you / we / they haven't.

Yes, he / she / it has. No, he / she / it hasn't.

#### USAGE AND EXAMPLES

 The Present perfect continuous is used for actions or events that started in the past and are still continuing in the present.

In sentences containing a duration form you typically find the following key words:
 how long (in questions), since (+ starting point) and for (+ duration of the action).

For longer duration there are expressions like long, all day, all night, etc.

How long has it been raining?

My husband has been working all day.

We've been doing Maths exercises for hours.

Susie's been teaching French since 2005.

The Present perfect continuous tense is also used when we focus on an action or event that has
just stopped but its signs are visible now after lasting for some time, it also indicates that the
action has been intensive. Study the examples:

Your eves are red. Have you been crying? (action going on for a while)

Where were you? I've been looking for you everywhere! (intensive action)

 This tense is NOT used in negative sentences, with state verbs (have, be, know, etc) or for very long periods. In these cases you use Present perfect simple with the same function:

I haven't smoked since I had pneumonia. (because the action has NOT happened)

How long have you known Farrah? (know is a state verb)

Lucy's lived here all her life (she spent all her life here, it's not a temporary situation, she still lives here)

 However, when the action is only negative in part you can use the continuous form: study the examples.

Don't worry, I haven't been waiting long (I HAVE been waiting, but not for long).

Tom hasn't been eating much since you left (he HAS been eating but not much)

#### PRESENT PERFECT CONTINUOUS or PRESENT PERFECT SIMPLE?

I've been reading this book all day.

I've read 20 pages of this book today.

(focus on intensity and duration how long)

(focus on result, how much or how often)

He's been saving money for a scooter. He's saved some money for the scooter

(focus on action in progress) (focus on completed action)

Why are you so wet? I've been washing the dog. I've washed the dog. It's clean now

(focus on the side effects of the action) (focus on result)

#### HOW LONG IS IT SINCE... / IT'S (BEEN)... SINCE

How long has it been snowing? How long have you known Peter? We've had this car for 10 years.

How long is it since it started snowing? How long is it since you (first) met Peter? It's (been) 10 years since we bought / got this car

You must use how long is it ...? when you ask about duration with negative verb forms. Study the

	Ho	mples: w long is it since you stopped smaking? (not: How i w long is it since you (last) went to Paris? (not: How	-
1	Bu	aild sentences using the Present perfect continuous	s and since, for or how long.
	0 1 2 3 4	T	Ann has been sleeping since 3 o'clock
	5	They / work / for this company?  I / think about you / all day.	
2	Un	derline the correct alternative.	
3	1 2 3 4 5 6	How long have you lived / did you live in Paris before moving to Italy?  She hasn't been working / worked since she had her baby.  I have known / have been knowing Greta for many years.  Has Bill been cooking for / since 8 am?  Tom hasn't had / hasn't got a job for 2 years.  How many films have you been seeing / have you seen this year?  rite the correct tense of the verbs from the box be oose between Present perfect simple and continu	TV for / since a week. elow to complete the following sentences:
		do hate hide run make (x2)	meet repair talk wash
	1	We to each other since we fell out 10 years ago.	6 Why are you so dirty? I the car.
	2	We our neighbours twice this morning.	7 I'm out of breath because I  8 What Jack
	3	the cat under the sofa all night?	9 You a lot of mistakes in
	4		tests lately.  10 Dad your bike. It's in the
	5	They arent friends: in fact they each other since they first met	garage

4	Pu	t a tick (🗸) next	to th	e right se	ntences an	d a cross	(X) ne	ext to th	e wron	g ones. Correct the mistakes.
	1	I haven't been	liste	ning to th	is CD for a	ges.				
	2	Has it rained?		_		_		$\Box$		
	3	The kids have					day.			
	4	I've been havir						$\overline{\Box}$		
	5	How long has	-							
	6	Harry's been fo			ISIC SÌNCA Y	ears		H I		
	7	I've been liking		*	-					
	8	Trevor has bee	_	_						
5		Complete the ackets. You must be started study	st us	e betwee	n 2 and 5	words.		ilar me	aning to	the first using the word in ten years.
	2	When did you	-		_	-		How k	ong	stopped working there?
	3	The last time I	-	-						2001.
	4	She got marrie								a year.
	5 I haven't had a cold for 2 years. (had)				It's 2 years					
	6	Emma's been v		_			arted)			
	7 When did you buy this car? (bought)  B When did Karla first meet Aidan? (long)				How long is					
							Aidan?			
	9	I haven't playe			-					the guitar.
	10	I bought this co		-				1	-	2012.
6	bo	Listen to the x below in the					i FOR			arts using the verbs in the en necessary.
	1	Dave and Rebe	ecca		each		6	Rebeco	ca	she had her second
		other		primary	school.			child.		
	2	They		25 years			7	Dave		in London
	3	Rebecca		muc						a year.
	4	Dave		a beard			8	Dave		divorced
	5	Rebecca			ghton all he	r life.		2012.		
7	Clint inter has	ton "Clint" Eastwood, mational fame with I been playing) Harry	, Jr is his rote Callag	an America es in Sergio Man.	an actor, filmi Leone's 'spagi	maker, and netti wester	politici ns' and	an. He (1 in the fiv	l) (has ris e films wh	brackets to complete it.  sen - rose - has been nsing) to here he (2) (played - has played - here 30 films, including westerns,
	actio	on films, and dramas			(A) forms from	been III	c boing	) feneteati	nd by ma	ny directors' habit to re-shoot the

same scenes over and over again. When he began directing the tried to avoid any aspects of directing he (5) (was considering had considered – has been considering) useless as an actor. As a result, Eastwood (6) (is – was – has been) now renowned for

Despite being associated with firearms in his movies, Eastwood (7) (is supporting - supported - has been supporting) gun

control since the 1970s, when he (8) (claimed - has claimed - has been claiming), all guns should be registered.

his efficient film directing and ability to reduce filming time and to keep budgets under control.

# Past perfect simple

Affirmative	Regular I had worked / You had lived / She had attended / They had played. verbs.					
	Irregular I had been / You had spoken / He had written / We had run / verbs: They had had.					
Negative	I hadn't studied / It hadn't rained / We hadn't stopped / You hadn't met / They hadn't put.					
Interrogative	Had I enjoyed / Had you known / Had she left / Had you read / Had they learnt?					
Short answers	Yes, I / you / he / she / it / we / you / they had. No, I / you / he / she / it / we / you / they hadn't.					

#### USAGE AND EXAMPLES

The Past Perfect Simple is normally used in sentences where the main tense is Past simple but
we take a flashback to something that happened before that event. In this case, the order of the
tenses in the sentence does not usually reflect the real order of the events.



When we got to the station our train had left, so we had to wait for another one.

(the train left BEFORE their arrival, but the information comes in the second part of the sentence)

- It also expresses duration of a past situation from a certain moment or a certain period of time up
  to a more recent past moment
- It can also express how many times something occurred before another past event.
- In general it is the past form of Present perfect simple (have done → had done).
   Study the examples:



We had been there for three hours when they arrived

She hadn't seen Rob since his wedding when she heard from him again.

 The Present perfect simple is often used with the expression by the time, which has a similar meaning to when.

By the time we arrived, the party had started.

1 Put the verbs in brackets in the Past simple or Past perfect simple.

-1	We	(not / be) able to get in
	because we	(lose) the key.
2	Fortunately when	(get) to the
	cinema the film	(not start) yet.
3	How long	(you / have) the car
	when you	(have) the accident?
4	We	(not / nass) the test herause

	we	_ (not / s	tudy)	enough.
5	That was the fir	st time S	ally	
	(see) him but sh	ie		(fall) in love
	with him immed	iately.		
6	When they		(find)	our luggage
	we	(be) in	Paris	for a week.

2	Write the Past simple sentences.	or Past perfect simple	of the verbs from the box	to complete the following
	be (x2) come	eat expect fin	ish fail feel forg	et go have hear
		· ·	order receive see	_
	2 When I the	husbands when she) ir postcard   (not)	cake she	really upset when I dropped the hours decorating it.
	from them for 20 3 When we to r	years. make a call the battery		(not) yet when we the
		e we to recharge		t) her for a long time so I
		eally hungry because we ing since breakfast, so		e her when we in the street.  be a singer but when my dream
	some pizz	_		I (not) as excited as I
3	Listen to the arr past tense of the ver		stein by Mary Shelley ar	nd complete it with the correct
		eathe continue work patter r	cover fill create	e desire finish be deprive
	361661	work potter	usii see seeiit	ое осриче
	His yellow skin scarcely (6 flowing; his teeth of a pea eyes, that (8) — a most complexion and straight bit (9) — hard for nearly timyse f of rest and health, breathless horror and disconfithe room, (16) — a io	the work of muscles a rly whiteness, but these luxion of the same colour as the diplack lips.  wo years, for the sole purpolation (11) — It with an ardour just (13) — my heart. Unaung time traversing my bedieness.	ind arteries beneath this hair ( unances only formed a more to in white sockets in which they se of infusing life into an inan- that far exceeded moderation ble to endure the aspect of the chamber, unable to compose r	imate body. For this I (10) , but now that I (12) [ ] e being I (14) , I (35) out
4		or D to complete the serson but the other day.		chool, I 3 the earring I 4
	two months before ( shelter because   7	On the way back home of my umbrella at school	t suddenly 5 raining h	ard so I 6 under a tree to find n to stop, I looked up and 9
	1 A was never	B was never being		
	2 A came	B was coming	C have come	D had come
	3 A found	B was finding	C have found	D had found
	4 A lost	B was losing	C have lost	D had lost
	5 A started	<b>B</b> was starting	C has started	D had started
	6 A rushed	B was rushing		D had rushed
	7 A left	B was leaving	C have left	D had left
	8 A waited	B was waiting	C have waited	D had waited
	9 A saw	B was seeing	C have seen	D had seen
	10 A ended	B was ending	C have ended	D had ended

# Past perfect continuous

	PAST PERFECT CONTINUOUS	
Affirmative	Negative *	Interrogative
I / You / He / She / It / We / You / they had been working.	I / You / He / She / It / We / You / they hadn't been working.	Had I / you / he / she / it / we / you / they been working?
Short answers	Yes, 1 / you / he / she / it / we / yo No, 1 / you / he / she / it / we / yo	-

### USAGE AND EXAMPLES

perfect simple - Duration form, Unit 5)

- The Past perfect continuous is the past of have been +ING form (see Unit 5) and it expresses
  the duration of an action in the past.
- It may also indicate that a past action was carried out intensively or vigorously.
- As with the other progressive tenses, the Past perfect continuous is not used with state verbs (opinion, preference, possession, etc)

perfect continuous	Past perfect continuous				
king here for three months.  progress now) been working hard. exhaustion is in the present)	She had been working for three months when she won the lottery. (action in progress at a given moment in the past)  I was exhausted. I'd been working hard (the impact of the intense action was on a particular past situation)				
perfect continuous with the other	past tenses:				
I had been studying in Rome for three years when I met him. (focus on duration) I was tired because I had been studying. (focus on intensive past action)					
ast simple / studied in Rome for 3 years. (focus on past event as a finished action)					
continuous   I was studying in Rome when I met Edward (focus on the past action in progress)					
The state of the s	had studied in Rome (facus on an action that action)				
	king here for three months.  progress now) been working hard. exhaustion is in the present)  perfect continuous with the other I had been studying in Rome for I was tired because I had been I studied in Rome for 3 years. I				

1	Ma	itch the two parts of the sentence and build the second pa	art using the Past perfect continuous +
	sin	ce or for when necessary.	
	0	J I was exhausted because I had been worns all day	a he / feel sleepy / the morning.
	- 1	Susre won the lottery after	b she / work on radioactivity / years.
	2	All the roofs where white:	c I / drive / three hours.
	3	My eyes were red and swollen because	d' I / walk / all day.
	4	When Marie Curie discovered radium	e it / snow / all night.
	5	When I stopped	f she / buy tickets / 25 years.
		He went straight to bed because	g 1/cry

19

3 4	ол her с		6 By the time we already	arrived, the filma lot of clothes			
3 4	on her contact that can down.  How longwhen the bus arrived When I met George I	omputer all day. r for 15 years before it _ you	6 By the time we already	a lot of clothes			
3	down.  How long  when the bus arrived  When I met George I	_ you	7 Although I	a lot of clothes			
4	How long when the bus arrived When I met George I		7 Although I	a lot of clothes			
4	When I met George I		1 had to buy a				
	When I met George I		-	coat because it			
			freezing cold				
Fi	for 3 years	divorced		out after we			
Fi	ioi 3 years.		our homework				
	Choose A, B, C or	D to complete the sente	ences.				
	ear Emma,						
	*	-	ut I'm really furious with J.				
	· · · · · · · · · · · · · · · · · · ·		(2) to travel four hours				
	-		I didn't want to miss it. By	· ·			
			ssages and I (6) for alm				
		-	n front of the stadium who				
			lready up the tickets a	nd he (10) for us near			
		s because he (11) for		11 (12)			
			, but this time I'm really ai	ngry. He (12) _ me all			
da	y but I don't want to sp	eak to him for the time b	being.				
0	.K was	B had been	C has been	D was being			
1	A arranged	B had arranged	C was arranging	D had been arranging			
2	A needed	B had needed	C had been needing	D were needing			
3	A tried		C had been trying	D have tried			
		B was trying					
4	A decided	B had been deciding		D was deciding			
5	A texted	B had texted	C had been texting	D was texting			
6	A was waiting	B waited	C have waited	D had been waiting			
7	A was having	B had	C had had	D have had			
8	A had got	B had been getting	C was getting	D got			
9	A had been picking	B had picked	C has picked	D was picking			
10	A was waiting	B had warted	C has waited	D waited			
11	A waited	B has waited	C has been waiting	D had been waiting			
12	A called	B was calling	C has been calling	D is calling			
4	Listen to the accou	nt of Robert Falcon Sco	ott's two expeditions to	Antarctica and say if the			
		or False (F). Correct the					
sta				Т			
sta		first Antarctic evoluter	to reach the South Pole				
sta 1	Robert Scott was the						
		*	nd been travelling on a do	ng sled, when they			
1	On the first expedition	on Scott and his crew ha	id been travelling on a do	og sled, when they			
1	On the first expedition had to give up becau	on Scott and his crew ha		og sled, when they			
1 2	On the first expedition had to give up because On his second expedition	on Scott and his crew ha ise they were ill. lition Scott travelled by :	ship and by dog sled.				
1 2 3 4	On the first expedition had to give up because On his second exped When Scott arrived a	on Scott and his crew ha ise they were ill. lition Scott travelled by t it the South Pole on Jani	ship and by dog sled. uary 18, he found Amund				
1 2	On the first expedition had to give up because On his second expedition. When Scott arrived a By February 17 several	on Scott and his crew had use they were ill. lition Scott travelled by the it the South Pole on Jani al men had already died	ship and by dog sled. uary 18, he found Amund	sen was there, too.			

### **Future tenses**

	WILL					
Affirmative	Negative	Interrogative				
I'll go / She'll work.	You won't do / It won't rain.	Will they write / Will he have?				
Short answers	Yes, I / you / he / she / it / we / they will. No, I / you / he / she / it / we / they won't.					

#### USAGE AND EXAMPLES

predictions about future events and future facts;
 I will be 18 in 2017. I will be able to drive then. There

There won't be any petrol left in 2150.

- promises or offers to do something Don't worry, I'll call you soon
- when you ask someone to do something (requests)
   Will you close the window please? I'm cold.
- when you decide to do something now This T-shirt is really nice. I'll take it.
- when you think that something will happen, but you aren't 100% sure.
   (with expressions like I (don't) think / I hope / I'm (not) sure / maybe / perhaps / probably)
   Maybe there will be a strike next week.
   I think I'll go for a walk this evening.

#### Note!

In TIME CLAUSES and IF CLAUSES referring to the future we normally use Present simple: these clauses are typically introduced by when / as soon as / until / after / if / as long as / unless Study the examples:

I'll be able to go out if I finish my homework.
Will you call me as soon as you arrive?

	BE GOING TO + BASE FORM	
Affirmative	Negative	Interrogative
I'm going to jump / You're to do / He's going to mee	 I'm not going to give / She isn't going to read.	Are you going to have? / Is it going to snow?
Short answers	m / Yes, he is / Yes, they are. n not / No, we aren't / Yes, it is.	

- When you talk about things that will happen very soon, as a consequence of a present situation:
   It's already 5pm and the meeting is at 5.15, We're going to be late,

   This lesson is very boring, I'm going to fall asleep.
- When you talk about your intentions for the future:
   I'm going to have a long trip around the world one day.

#### Note!

This tense isn't normally used with go or come. You use the Present continuous instead.

#### PRESENT SIMPLE

 The Present simple is used for the future when talking about scheduled events (trains, planes, shops, TV programmes, events, etc):

What time does the bank open tomorrow?

The film starts at 7 this evening.

DD	ESEN	ድ ድብ	NITTEN	TEACHT	0
II IN				9 3 1 5 5 6 7	

• The **Present continuous** is used when you talk about future arrangements and plans.

What are you doing tonight?

I'm leaving for Liverpool next Sunday.

Next summer we're going to London.

I'm not going out this weekend because I have to work.

1	W	hat are the 10 speakers doing? Match the senten	ces (	1-10) to the correct functions (a-j).
	1	In 50 years' time there won't be any oil left.		a asking about a future fact
	2	Does the show finish at 11:30 tonight?		b guessing probable future situations
	3	How old will you be in 2050?		c asking someone to do something
	4	If you don't understand, I'll explain it again.		d talking about future intentions
	5	☐ Will you stop talking?		e offering to do something for someone
	6	We're out of eggs. I'll go and get some.		f talking about a scheduled event
	7	Are you seeing Emma tonight?		g predicting something will happen soon
	8	There will probably be fewer cars in the futu	re	h deciding to do something now
	9	☐ What are you going to do after university?		i talking about arrangements
	ш	Mum's going to be angry. We're late again.		j making future predictions
2	Un	derline the correct alternative.		
	1	It's 0°C. It will / 's going to snow.	7	We won't pass the test unless we will study /
	2	I'm so thirsty. Will you make / Are you		study harder.
		making me some tea, please?	8	Are you having / Do you have lunch with
	3	I'm going to go / going to the beach		Dad next Saturday?
		tomorrow	9	I don't like these shoes. I'll throw / 'm
	4	When will you be / are you being able to		throwing them away.
		deliver it?	10	Maybe we will have / are having to take
	5	I'm sure it will rain / is raining this afternoon.		the test again
	6	I have / 'm going to have a party for my	10	Our train is leaving / leaves at 5,45 pm.
		18th birthday.		We're taking / take the 5,45 train to Brighton.
3	W	rite the correct future tense of the verbs in brack	cets	(Present simple - Present continuous -
	W	ll – be going to).		
	1	They (not / be) able to leave until	6	The weather forecast says it
		their passport (be) ready.		(snow) next weekend.
	2	My sister (be) 16 next summer:	7	Oh no! We've broken Mum's favourite vase
		she (give) a big party and she		What (we / do) now?
		(probably / invite) you, too.	8	I haven't cleaned the windows yet, but
	3	Prices are going up so fast these days: it		(do) that this afternoon.
		(be) hard to live in the coming	9	
		years.		married? Next Saturday.
	4	I've got a temperature so I (not /	10	(Carol / be) in town this
		go) to school tomorrow.		Saturday? - Yes, I (see) her in the
	5	[ (not / let) you go to tomorrow's		afternoon. I think we (go) for a
		concert if you (do) that again.		drink at the pub near her office.

4		Listen to le (T) or fals		nversat	ion betw	een Fan	ah and	Brend	<b>a</b> a	ınd say ıf thes	e si	atements :	are
	1 2 3 4 5 6	Perhaps Fa Farrah agro Brenda has Farrah and	Brenda are r trah won't be ees to meet B already plan Brenda will oing to Germa	e able to renda in ned to g have a p	go the b the after go shopp oizza toge	narbecue rnoon. ing with	party. someboo	dy else		a's barbecue p	arty	·	
5	Fil	l in the gaps	with A, B or	r C.									
	1 2 3 4 5 6	They to I offered his I promise I Take your	Tokyo tomor m this job. I t your secre umbrella with ycards this	row mo think he it to any i you It	it. one. 	A are fly A takes A don't A will ra A are pl A will pi	tell iin ayıng		B B B	fly will take 'm not telling rains will play probably stays	0 0	will fly is taking won't tell 's going to play is probabl staying	rain
6		-	e the second must use bet				simılar	mean	ıng	to the first us	ıng	the word	in
	1 2 3 4 5 6	l expect the Please, put What is the My intention	our plans after to continue them on the weather force on is to become	change s scales. ( ecast for ne a doc	soon. (go (will) tomorro tor. (be)	w? (be)		The Wha I'm	th th	eather eather em on the scal s a doc n't get better	les, lık	soon. please? e tomorrov	
7			email to her f tense (Presen							erbs from the going to).	box	r in the	
			arrive have to		be able leave			-		have take off			
.6	) (	0.											>
	low - can My pl (6) _ (9) _ have lon't 13) _ iee y	hardly believe lane (3) pien prob e one more this worry if you c	at 7 30 so I ty of time before ably ing to ask you be an't of you (11) to me before to	tomorrow (4) re departe or listen to defore le )	w. set o ure The tri to music d eave (10) me your	ut really e p (7) uring the address (	arly As Daro aro Right. You (12)	ad (5) und 7 h m	6 r	me to JFK in the second me to JFK in the second me to JFK in the surport to the second me to your home to the second me to your home to the to your home to the to your home to the total me to your home to the total me to your home to the total me to your home your home to your home your home your home to your home to your home your home your home.	Airp _a l t in Ok, i	ort, of boring b. Rome? Thope you	

UNIT

# Future continuous; Future perfect

	FUTURE CONTINUOUS *	FUTURE PERFECT
Affirmative	I'll be waiting.	We'll have arrived.
Negative	He won't be sleeping.	She won't have finished.
Interrogative	Will it be snowing?	Will they have graduated?
Short answers	Yes, I / you / he / she / it / we / you No, I / you / he / she / it / we / you	-

<sup>\*</sup> Do not use this tense with state verbs -> I will be in Paris by this time tomorrow. (not: I will be being...)

#### USAGE AND EXAMPLES

Both the Future continuous (will be doing) and the Future perfect (will have done) are used when
we project ourselves forward into the future.



By this time tomorrow I will have passed my exam and I will be flying to New York. (I am imagining my situation by this time tomorrow: the exam will be over and the action in progress will be flying to New York)

 These two tenses are often used with future time expressions with by (like by the time, by then, by this/next time)

#### FUTURE CONTINUOUS

- The Future continuous refers to an action or event in progress at a certain moment in the future.

  This time next Friday we'll be lying in the sun on a sandy beach in the Caribbean.
- It is often used when talking about events that will happen if everything goes as planned or talking about trains and planes arriving or leaving from stations and airports:
  - I'll be going to the swimming pool three times a week this semester, so I won't have much time for rugby.

The 6,45 train for York will be leaving from Platform 6.

- It can be used when you guess that something is happening now Don't call Ellen now; she'll be having a shower.
- It can also be used to ask about future plans, in a polite, tactful way.
  Will you be having dinner with us tomorrow Mr Jameson?

#### FUTURE PERFECT

- The Future perfect refers to an action that will already be over at a certain moment in the future.
   The book must be taken back by Thursday Don't worry by then we'll have already returned it.
- The Future perfect simple is used when we talk about one's achievements at a certain moment in the future.

I hope I'll have finished university by 2017.

We can also use this tense to guess what must already have happened now.
 Let's call a taxi. Our bus will have left by now.

#### FUTURE IN THE PAST

When we want to express the idea that in the past you thought something would happen in the
future we usually use the modal verb would + Base form. The Future in the past follows the same
basic rules as the Future Simple, but would is used instead of will. Compare the examples:

Future simple: I'll be late for lunch.

Future in the past: I knew I would be late for lunch. (in the past I predicted something that would happen at a later moment).

Future simple: According to the weather forecast it'll rain tomorrow.

Future in the past: According to the weather forecast it would rain the day after (describing wat was a prediction in the past)

It is also possible to use other Future in the past forms like was/were going to or was/were about to.
 Study these examples.

It was going to rain when we decided to come back home (describing an imminent event at a given moment in the past)

I was about to leave but the phone rang (I was on the point of doing something soon afterwards)

• The Future in the past is often found in **reported speech** (see Unit 27 for more information). He said he would try to get in touch as soon as possible.

1	Match	the	two	narts	of	the	sentences.
	LATERATOR P.	TITLE	CALA	her ra	VI.	191.0	destining!

- 1 When he begins his new job,
- 2 By the time you get to the restaurant
- 3 Don't worry. This time next week
- 4 Don't disturb him now:
- 5 It's 2pm.
- 6 Next Sunday my parents
- 7 The kids will be sleeping
- 8 It's still dark outside:

- a he'll be studying for his exam.
- b Terry'll have finished having lunch by now.
- c will have been married for 50 years.
- d by the time you get back home.
- e everybody will still be sleeping.
- f he'll be earning enough to buy a Ferrari.
- g we'll have found a solution to the problem.
- h they'll be having dinner.

#### 2 Look at the train timetable and complete the sentences with the Future continuous or the Future perfect.



- The 9 00 train to Newcastle ν be teav nq from Platform 17.
- 1 The train to Newcastle at 9 02.
- 2 At 9:12 the train from Leeds \_\_\_\_\_ at Platform 12.
- 3 The train to Sheffield at 9 45.
- 4 The train to Manchester \_\_\_\_\_ when the Glasgow train is arriving.

at

- 5 The 10-05 train from Glasgow Platform 7
- 6 The train from Preston \_\_\_\_\_at Platform 9 at 10:15.

	tru	ie (T) or false (F).					Т	F
	1	Cindy will be doing her homework on		-				
	2	Tracy will be watching a movie on Fr Cindy will have finished working on h			Saturday afterno	on		
	4	Tracy and Mick will be having dinner		_	_	7011.		
	5	Cindy will be leaving later than Tracy				a.		
	6	Tracy and Mick will already be there	when	Cindy arrive	s.			
4		Complete the second sentence so that controls ackets. You must use between 2 and 5			meaning to the	first using	the word i	in
	1	I think I'll be on my way home by tha			I think I	by t	hat time.	
	2	I'm sure the kids are doing something			The kids will		: they're to	00
	_	They're too quiet. (be)	,	0.	quiet.			_
	3	'I know I'll regret this one day' though	ht Ton	ı (knew)	Tom	that one	e day.	
	4	During the course we'll be learning he	ow to	breathe	After the cou	rse we		
		properly. (learnt)		4 143	how to breat		-	
	5	I suppose Dave has already arrived in	-		Dave		in Sydney	
	6	Mum brought a few sandwiches beca expected us to be hungry later. (would		le	Mum brought she	be hungi		taust
							-	
5		ia is going on a 3-day school trip. Look rrect future tense of the verbs from the		-	nd complete the	sentence:	s with the	
5		rrect future tense of the verbs from the	box.			sentence:	s with the	
5	col	trect future tense of the verbs from the be go have la Tria to Berlin	box.				s with the	
5	col	rrect future tense of the verbs from the	e box. and	leave list	en travel uesday Julia	visit just	from Ma	ıdrıd.
5	1 7 1	be go have la  Trip to Berlin  Joan departure from Madrid Arport  0 00am arrival in Berlin	box. and	leave list At 7.15 on T At 9.55 on 1	en travel uesday Julia Tuesday she	visit _just	from Ma in Berlin.	
5	COI	be go have la  Trip to Berlin  Juesday  Olam departure from Madrid Airport  Olam arrival in Berlin  Internoon Pergamon Museum	e box. and	At 7.15 on T At 9.55 on T On Wednes	en travel  uesday Julia  Fuesday she  day evening she	visit _just	from Ma in Berlin.	
5	COI	be go have la  Trip to Berlin  Juesday  Olam departure from Madrid Airport  Olam arrival in Berlin  Internoon: Pergamon Museum  Evening: dinner at hotel  Wednesday	box. and	At 7.15 on T At 9.55 on T On Wedness and an art p	uesday Julia Fuesday she day evening she gallery.	visit _just	from Ma in Berlin. _2 museum	IS
5	COI	be go have la  Trip to Berlin  Juesday  Olam departure from Madrid Airport  Olam arrival in Berlin  Internation Pergamon Museum  Evening: dinner at hotel  Nednesday  norming: Jewish Museum	t l 2 3	At 7.15 on T At 9.55 on T On Wedness and an art p On Wedness	en travel  uesday Julia  Fuesday she  day evening she	visitjust	from Ma in Berlin. _2 museum for two day	is /s.
5	COI	Trip to Berlin  Juesday  Ouam departure from Madrid Airport  Ouam arrival in Berlin  Internoon Pergamon Museum  Evening: dinner at hotel  Wednesday  Inch. Potsdamer Platz  Internoon New National Gallery	t hox.	At 7.15 on T At 9.55 on T On Wednes and an art p On Wednes On Wednes	uesday Julia Fuesday she day evening she gallery. day she	visitin Berlin	from Ma in Berlin. _2 museum for two day classical m	is /s.
5	COI	Trip to Berlin  Trip to Berlin  T	t box.  1 2 3 4 5 6	At 7.15 on T At 9.55 on T On Wednes and an art p On Wednes On Wednes On Thursda Brandenbur	uesday Julia Tuesday she day evening she day she day evening she by she gate.	Justin Berlintotunch n	from Ma in Berlin. 2 museum for two day classical m	ys. USIC
5	COI	Trip to Berlin  Joan departure from Madrid Airport  O Odam arrival in Berlin  Internoon: Pergamon Museum  Evening: dinner at hotel  Wednesday  norning: Jewish Museum  unch. Potsdamer Platz  ifternoon: New National Gallery  evening: concert Berliner Philarmoniker	t box. and 1 2 3 4 5 6	At 7.15 on T At 9.55 on T On Wednes and an art p On Wednes On Wednes On Thursda Brandenbur At 9pm on	uesday Julia Fuesday she day evening she gallery. day she day evening she by she g Gate. Thursday she	in Berlin to	from Ma in Berlin. 2 museum for two day classical m ear the for two hou	rs. USIC.
5	1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	be go have la  Trip to Berlin  Tuesday  Obam departure from Madrid Airport  O Obam arrival in Berlin  Internoon: Pergamon Museum  Evening: dinner at hotel  Nednesday  norning: Jewish Museum  unch. Potsdamer Platz  Internoon: New National Gallery  evening: concert Berliner Philarmoniker  Thursday  norning: Berlin Wall and Checkpoint Charlie  unch and early afternoon. Brandenburg Gate	t box.  1 2 3 4 5 6	At 7.15 on T At 9.55 on T On Wednes and an art p On Wednes On Wednes On Thursda Brandenbur At 9pm on At 10.15 pm	uesday Julia Tuesday she day evening she day she day evening she by she gate.	in Berlin to	from Ma in Berlin. 2 museum for two day classical m ear the for two hou	rs. USIC
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I was about to / would give my speech when a man at the back of the audience stood up

We were going to / would start the lesson when the fire alarm went off.

# Adjectives: position, order and formation with nouns

#### POSITION OF ADJECTIVES

 Most adjectives can be used both in attributive position (before a noun) and in predicative position (after a verb).

I've got blue eyes (attributive) → My eyes are blue (predicative)

 However, there are a few adjectives that can only – or mostly – be found either in attributive position (before nouns) or in predicative position (after verbs). Here is a list of the most frequent ones.

#### Attributive position (before nouns)

elder / eldest brother, sister

live animals

mere idea, mere child

a sick boy

• compound adjectives like: red-haired, middle-aged, two-legged, man-eating, breath-taking, smoke-free

#### Predicative position (after verbs)

My brother's older than me.

I feel alive.

They were asleep.

The boy was ill

other adjectives like; awake, alone, afloat

#### ORDER OF ADJECTIVES

- When several adjectives come before a noun, the ones referring to opinion come first, then we
  use the adjectives for its physical description. After these come the adjectives that specify origin,
  material and purpose of the noun.
- There should be no more than 3-4 adjectives before a noun.
- Study the following scheme and examples.

1	2	3	4	5	6	7	8	9	10
Determiner /			Fi	ict			Control of		
oumeral	ориния	Size / length	Shape / weight	age	Colour / pattern	лідпо	material	purpose	ИОЛИ
Her	lovely		upturned						nose
This		short			black		woollen		skot
The	pretty		slim		blonde				woman
Our				new		Spanish			neighbours
Jackie's		long			striped				curtain
Three						Indian	nory		figurines
A few				ancient			gold		COMIS
A pair of	cheap						plastic	reading	glasses

#### **EXAMPLES**

I've just seen your wonderful little wooden house by the lake.

She was wearing a long black leather coat and a hat.

In the locker there was a pair of old grey football boots.

Where's my light blue silk blouse, Mum?

The cat broke my ancient blue and white Chinese vase

#### NOUNS AS ADJECTIVES

- You can often find nouns used as adjectives in attributive positions, which indicate the purpose of
  the noun they refer to Some common examples are words like tennis racket, table cloth, car keys,
  garage door. When used as an adjective, the noun is mostly singular even though it has a plural
  meaning (example: shoe shop = a shop selling shoes).
- When you form hyphenated adjectives containing nouns and numbers, the noun in the compound word is always singular, as in a ten-dollar note, a 4-year-old boy, a 15-hour flight.

1	Un	derline the correct alternative.				
	1	My son is older / elder than my daughter	4	Cindy is such	a(n) alive / lively gir	
	2	Tom is a very alone / lonely man: he	5	*	ick / ill puppies that n	
		doesn't have any friends	6		our new spotted / sh	
	3	Jeff has bought an American / amazing		dress.	,	
		black sports car.				
2	Ch	oose A, B or C to fill in the blanks with the correc	ct o	rder of adjectiv	res.	
	1	He was wearing a(n) sweater.	4	The keys are i	n a box	
		A dirty old flannel		A brown little		
		B flannel old dirty		B cardboard	brown little	
		C old dirty flannel		C little brown	r cardboard	
	2	Maria is going to marry a man.	5	The men were	sitting around a	table.
		A young French handsome		A glass squar		
		B handsome young French		B square long	-	
		C French handsome young		C long square		
	3		6	_	a new pan.	
		A new Korean moving		A frying large		
		B moving new Korean		B large steel		
		C Korean moving new		C steel large		
_						
3	Co	mplete the definitions below with the correct hy	phe	nated or noun a	adjective.	
	1	A man that is 25 years old is a man	4	A drink with n	o sugar is a	drink.
	2	A boy with dark hair is a boy.	5	A book with 4	00 pages is a	book.
	3	An alligator that eats men is a	6	A memory tha	t lasts long is a	
		alligator.		memory.		
4	E.	C			A. C. A. S.	
4		Complete the second sentence so that it has a sckets. You must use between 2 and 5 words.	SIII	mar meaning it	o the first using the	word in
	DI					
	1	Her blonde hair is curly and long. (got)		She's		
	2	The handsome man I spoke to had blue eyes. (a)		I spoke to		
	3	My best friends are both 18. (two)			best friends.	
	4	My trip lasted three days. (on)		l went		
	5	All my friends were asleep at two. (of)		None		
	6	My dining table is two feet long. (have)		1	table.	
5	1	Listen to the definitions of 10 common compou	nd	advectives and	match them to their	
-	ent	nonyms on the left.	BIG	aujecuves and	match mem to mer	•
	ayı			1-4-		
	1	narrow-minded		a polite		
	2	high-spirited		b careless		
	3	well-educated		c old		
	4	well-behaved		d smart		
	5	absent-minded		e crowded		
	6	quick-witted		f intolerant		
	7	brightly-lit		g illuminated		
	8	strong-willed		h cultured		
	9	densely-populated		i enthusiastic		
	10	out-dated		j stubborn		

# Adverbs: formation and position

#### FORMATION OF ADVERBS

- Adverbs are words that modify verbs, adjectives and clauses, providing further information such as frequency, manner, degree, etc.
- Adverbs are often formed by adding the suffix -LY to an adjective or less frequently to a noun, with a few spelling alterations in some cases:

ADJECTIVE	+ -ly (changes)	ADVERB
usual / surprising / unexpected / hour	no alteration	usually / surprisingly / unexpectedly / hourly
probable / simple / gentle / true happy / noisy / easy / shy	-e is dropped -y +-ily	probably / simply / gently / truly happily / noisily / easily / but: shyly (monosyllable)
automatic / heroic / public	-ıc → -ically	automatically / heroically / but: publicly (exception)

- When an adjective ends with -ly you must use the adverbial phrase in a (adjective) way / manner:
  friendly → in a friendly way / silly → in a silly way
- Some adverbs have the same structure as adjectives. The main ones are late, early, daily, hard, live, long, high, low, right, wrong, fast, close, wide.
- In some cases these adverbs/adjectives may have other same-rooted adverbs with different meanings. Here are the most frequent pairs.

late → Am l late ' (not on time)	lately * I haven't seen him lately (recently)
hard → I studied hard vesterday (a lot)	hardly - I hardly studied vesterday (almost not)
close + The school is quite close (near)	closely + Study this example closely (in detail)

- There are 3 main positions for adverbs: initial position (at the beginning of a clause), mid-position (before or around the verb) and end-position (at the end of a clause).
- Several adverbs can be placed in more than one position, but never put an adverb between the main verb and a direct object

#### POSITION OF ADVERBS

place there, around, outside, nearby, somewhere, upwards, abroad

→ My brother often travels abroad.

mostly at the end of the clause

time yesterday\*, tomorrow\*, now\*, today\*, later, yet, early, soon

 $\rightarrow$  1 haven't met Jack yet, but I saw Alice yesterday. mostly at the end of the clause (\* = beginning, too)

already, just, still, ever

→ Have you ever seen him? No, I've never seen him.

between auxiliary and the Past participle

frequency hardly ever, never, always, sometimes\*, usually\*, often\*

→ It hardly ever snows in winter here.

→ I usually go by bus, but sometimes I walk.

before the main verb, after be or auxiliary and modal (\* = beginning, too)

occasionally, frequently, normally (end or before verb)

→ I go to the opera occasionally (or: I occasionally go...)

end of the clause or before the main verb

degree	extremely, quite, very, really, so, slightly, almost, nearly, too*
	→ It's too late, and I'm quite tired. ('too' means 'excessively') → I'm 18 years old, too ('too' means 'also') right before the advective or advert their models.
	* When too means 'also', it is placed at the end.
	enough (after adjective or adverb, before noun)  → You aren't tall enough to play basketball.  → Have we got enough flour to make pizza?  after adjective or adverb but before nouns.
certainty	surely, of course, probably*, maybe, perhaps  → Perhaps there will be a strike on Monday,  → I'll probably leave tomorrow. (or: Probably I'll leave)  → Surely you can speak English.  mostly at the beginning (* = before main verb. too)
viewpoint and comment	<ul> <li>obviously, unfortunately, luckily, personally, clearly</li> <li>Obviously, my brother was late.</li> <li>→ He was clearly embarrassed.</li> <li>→ Dogs are definitely my favourite pets.</li> <li>Viewpoint adverbs are usually at the beginning with a comma, or before the main verb (or after be).</li> </ul>
manner	well, fast, hard, badly, quickly, heavily, sofly, loudly, fluently  → She can run fast. (after intransitive verb)  → Walter speaks English fluently. (after object)  → I did well in the test. (after verb, before preposition)  These adverbs are mostly placed at the end of a clause, after the object or after intransive verbs
	<ul> <li>happily, gently, quickly, angrily, quietly, selfishly, generously</li> <li>→ He closed the door gently</li> <li>• He gently closed the door. (more formal)</li> <li>These can either go at the end of the clause but also before the main verb **</li> <li>**When the clause with the adverb is followed by another short clause the position of the adverb may slightly change the meaning of the sentence</li> <li>Compare these sentences:</li> <li>• I quietly asked him to leave. (quietly refers to asking, more formal)</li> <li>→ I asked him quietly to leave. (quietly refers to leaving)</li> </ul>
Note!	
	vith so / very / really / quite / rather + adverb are usually placed at the end of the clause, the atre very often

sudden

busy

hour

month

organic

8

10

11

12

particular

practical

early

dry

lonely

2

2	Un	derline the adjective / adverb / adverbial p	hrase to comp	plete tl	he fo	lowi	ng sen	tences.	
	1 2	Anine has a very soft / softly voice.  Your daughter dances lovely / in a lovely manner.	8 The			*	see any s her fa	thing. ther <i>happy</i> .	/
	3	They didn't answer very polite / politely.	·	, a-	ar / i	neariy	there.		
	4	They came back home quite late / lately.				-		arly clever b	OV
	5	I'm slight / slightly taller than you.						,	-,
	6	You're driving too fast / fastly: slow down.							
3	Loc	ok at the sentences and put a tick (🗸) when	re the adverbs	in bra	icket	s mus	st be p	laced.	
		I do my homework in the afternoon (rarely)		ha (eady)	s 🗌	been	to Kor	ea 🗌 twice	
	1	You speak English . (very well)			nishe	d 🗍	the bo	ok 🔲. (almo	ost)
	2 The teacher took all the children 5 There aren't eggs							_	
		(outside).		☐. (e				,	
4	Şay	y if the adverbs in italics refer to time (T), I	frequency (F),	viewp	oint	(V) o:	r manr	ier (M).	
				Т	F	V	M		
	1	This train is hardly ever on time							
	2	Actually, I can't swim							
	3	Don't worry. We'll be back soon.							
	4	The kittens ate all the fish greedily.							
	5	I go to the theatre occasionally							
		He surely tried to get a discount							
	7	My German aunt seldom comes to the USA.							
		Today it's a bit windy							
	¥	Stupidly, I left my umbrella at home.							
	10	I'll think about it tomorrow.							
	11	He quickly put the money in his pocket.							
	12	The kid waited for his mother patiently.							
5	Fir	Choose A, B, C or D to complete these so My children go out with their school friends							
	,	A quite rarely B hardly ever	C seldom		D ne	Jar			
	2		C Scidoiii		D tie	I CI			
	-	A boring enough B quite boring	C almost bori	ina	D ho	ring to	00		
	4	We can walk there. It's very	C Billiost Boll	1116	D 00	nug r	00		
		A closely B close	C nearby		D nea	elv			
	A	You didn't work to pass the test.	C nearby		D HC	2113			
	7	A so hard B hardly enough	C so hardly		D hai	rd en	nuch		
	S	You won't need this spare battery.	C 30 Hololy		D (III)	d em	ongii		
	-	A maybe B of course	C probably		D alr	eady			
	6		e producty		D 00	cuoy			
		A badiy B bad	C wrong		D wrongly				
	7		- mone		- 441	~B1)			
		A freely B free	C surely		D cle	ar			
	2	met her parents.	C Surery		D CIC	-			
	9	A still haven't R haven't still	C vet haven't		D has	ten't	vet		

6	4	Hist Listen to the 4 conversations and choose	A, I	3 0	r C	to answer the questions below.			
	1	Jenny hasn't seen much of Rob because							
		A in he's been working hard for his exams.							
		B he's going to do other things for a while.							
		C he's hardly studied anything for his exams.							
	2	The lady explains that							
		A She has had a baby girl lately							
		B she had a baby girl late in her life. C she was always late when her daughter wa	S 8	þal	у				
	3 The man says that								
		A he watched the whole tea making process carefully.							
		B  he was close to Mrs Watanabe as she demonstrated how to make tea.							
		C the Japanese lady closed the ceremony by	pour	nne	50	me tea into the cups			
	4 The two friends								
		A will have to leave home soon.							
	B will have to leave home early								
		C will have to leave home fast.							
7	Sti	tudy these sentences, which are both grammatical	lly p	oss	ible	e, and choose the one that has the			
	me	ost suitable position for the adverb.							
	1	a He told me to get ready quickly	3	a		She gently asked me to wake the			
		because we were already late.				baby up so as not to make her cry.			
		b He quickly told me to get ready		Ь		She asked me to wake the baby up			
		because we were already late.				gently so as not to make her cry.			
	2		4	а		Personally, I'd rather you spoke to			
		with the job.				him. It's a confidential thing.			
		b Frankly, I told him that I was fed up		Ь		I'd rather you spoke to him			
		with the job.				personally. It's a confidential thing.			
_									
8	Lo	ook at the picture and complete its description wit	th th	e c	OIT	ect adverbs from the box.			



cheerfully clearly just loudly maybe perhaps slightly probably

These boys and girls are (1)	students. (2)	they're going to school or
(3) they've (4)	finished their less	ons and they're going home.
They're all smiking (5)	so they're (6)	having fun, I think that the girl on
the left, who is (7)	talter than the boy next to ber	; is laughing (8)

## Articles: the - a/an - Zero Article

#### A/AN

This article is used to indicate an unspecified thing or person. It is only used before singular, countable nouns.

You use A before

- consonants and words starting with Y' a dog a hotel a window a yacht a young man
- words starting with U or E, when the sound is /iu /: a umt a European country

You use AN before

- vowels: an arm = an umbrella = an elephant an illness
- unsounded H\*: an hour an honourable man an heir an honest citizen

A/AN is also used in some phrases when you talk about

- jobs: I'm an architect Are you an engineer? He isn't a teacher.
- some health problems. I have a headache a cold a cough a temperature
- · expressing wonder What a lovely dress' what an incredibile holiday!
- frequency: once a week twice a year three times a month

#### ZERO ARTICLE

- You use no article before uncountables and plural nouns when you are talking about a category
  in general
- You also use no article with abstract nouns (subjects, types of art, sport and activities) in general.

#### THE

- This article is used for definite things, when you are talking about a specific situation or something you have already mentioned.
- You pronounce it [ñi:] before vowels.
- You can use it with both countable and uncountable nouns.

#### Compare the following examples

I really like dogs. (that kind of animal)

Water is 70% of a human body. (the substance in general)

The dogs are in the garden. (I know which dogs)

Can you pass the water, please? (the bottle of water on the table)

#### SPECIAL CASES

When you talk about a specific type of thing in general but this is indicated by an adjective.

20th-century art is very interesting.

lakes: Lake Michingan

single mountains: Mount Everest

islands: Sardinia

countries (general): Great Britain - Holland -

South Korea languages: French

bridges, castles and churches: Tower Bridge

planets: Mars - Venus - Neptune play sports: play football - play tenni

play sports: play football - play tennis
titles + names: Queen Elizabeth
places where you do specific activities: at / to
school - church - work - in / to hospital - bed
adjectives + nouns in general: young people
numbered things: Room 12 - Chapter 4
Other nouns: Parliament and Congress, Man
(in general, human being) - television - space World War II

When a noun is followed by of or a relative clause making it a specific thing or person.

The art of the 20th century is very interesting.

rivers, seas, oceans: The Seine - The Mediterranean

mountain ranges: the Alps groups of islands: the Hebrides

plural countries or with words like Union, Republic, Kingdom: the UK - the Netherlands

peoples: the French

museums, cinemas, theatres, hotels: The Odeon

the Sun - the Moon - the Earth

play instruments: play the piano - play the violin titles in general: the queen - the president places in town: at / to the station - airport -

butcher's the cinema

adjectives meaning categories of people: the young with ordinal numbers: the first chapter other nouns: The English Parliament - the environment - the sky - the sea - the air - the cinema - the radio - the theatre - the Addams - the Second World War

4			
1 Ur 1 2 3	who marries a / an / the witch.	5 6 7 8	My sister is a / the doctor: she works in a the hospital where she was born.  When you have a / the headache and a / the temperature, you usually have a / the flu Can you clean a / the living room? You left a / the terrible mess in there.  What a / the great coincidence: we were born on a / the same day!
2 6 [8	Read the following titles of plays and films a i;]. Then listen to the recording to check your an 'The Phantom of the Opera' 'Gone with the Wind' 'The Heiress' 'The Young Victoria'		
1 2 3 4 5 6 7 8	Move books off chair and sit down whale is the biggest sea mammal living on earth. For tonight's party we need beer, coke, and water. Where's wine I bought yesterday? My favourite food is Parmesan cheese Men and women have similar abilities and needs. Do you play rugby? He has a large bowl of milk and cornflakes for breakfast.	14 15 16 17 18	Interesting than Victorian literature
	Complete the second sentence so that it has ackets. You must use between 2 and 5 words.  Have you met Mr and Mrs Simpson? (the Simps Jack's really fond of English History. (England)  The French are really proud of their language. (I like the kitten in picture 3. (the)  Tigers are in danger of extinction. (is)  The young are often accused of exaggerating the troubles (people)  My grandfather was killed during World War I.	sons) (peopl	Have you met? Jack really loves

8 She gave me some useful advice. (suggestion)

She gave me \_\_\_

## Quantifiers

Quantifiers are words that we use to determine the amount of something or a number of things expressed by a noun.

Some quantifiers can only go with **countable nouns** (books, children, apples), whereas other quantifiers are only used with **uncountable nouns** (milk, strength, money). There is also a third group which can be used with **both types of noun** 

- no / not any + plural countable and uncountable
- none of + plural countable and uncountable ( = not any)
- . hardly any + plural countable and uncountable ( = almost no / none)
- very few / just a few + plural countable (= hardly any)
- few + plural countable (= not many)
- too few + plural countable
- very little / just a little + uncountable (hardly any)
- little + uncountable (= not much)
- just a bit (of) + uncountable (more colloquial)
- too little + countable

I have no free time this week. OR: I don't have any free time this week.

None of my friends is coming to Brussels with me (= no friends)

There are very few things I care about. OR: there are just a few things I care about.

Few people can speak Gaelic. (OR: not many people can speak Gaelic)

There's just a little time left (OR. There is hardly any time left) I've got too little patience. (OR: I haven't got enough patience) We need just a bit of luck

- some (in affirmative sentences and with offers and requests) / any (in questions) + plural countable and uncountable
- a few + plural countable
- a number of / several + plural countable
- a little + uncountable
- enough + plural countable and uncountable (a sufficient quantity)

We need some eggs and some flour. OR: We need a few eggs and a little flour)
There are a number of reasons for this. OR: There are several reasons for this.
Put a little salt in the soup. OR: Put some salt in the soup.

You don't eat enough vegetables. / I don't want to buy more coffee I have enough.

- a lot of / lots of / plenty of / loads of (colloquial) + plural countable and uncountable.
- many + plural countable (mostly in negative and interrogative sentences)
- too many + plural countable (= more than many)
- most + plural countable and uncountable (= the majority of)
- most of is used when it is followed by a pronoun, possessive, demonstrative, etc.
- a great deal of + uncountable (= a lot of)
- much + uncountable (only in negative and interrogative sentences)
- too much + uncountable (= more than much)

Now that I'm retired I have plenty of free time

Most people like chocolate / Most of my relatives live in Taiwan.

You need a great deal of patience to be a teacher.

I don't drink much water, because I'm never thirsty. (OR I drink little water. .)

#### An unknown quantity

Scarcity

quantity

or a small

A large

quantity

#### OTHER EXPRESSIONS OF QUANTITY

- When we talk about two things we use both (of), either (of), neither (of). The preposition of is
  used only when the noun is preceded by THE, demonstratives and possessives.
  - **both (of)** (= the two of them) The purple one is lovely but I quite like **both** colours.
  - neither (of) (not any of two) \*\* Neither of my twin sisters is blonde.
  - either (of) (=one or the other) Would you like pizza or lavagua? Either
- Either can also be used in negative sentences to mean neither:

  I saw both these films but I didn't like either (= 1 liked neither)

When we want to express the totality of something we use all, every + compounds with every, each and whole, but there are differences in the usage of these quantifiers.

- All (of) (+ plural countable or uncountable) is used as an adjective or as a pronoun as follows:
  the totality of or as + All (of) my friends love wind-surfing. All of them hate football
  everything / the only thing that + All I want is food I'm starving' (in this case it must be
  followed by a sentence specifying it, not alone you say: 'Is everything all right' Is all all right')
- Every (+ singular countable) can be used to mean the same as all + plural. Compare these examples:
  - I've downloaded every track on this website OR. I've downloaded all the tracks on this website.
- Everything is a pronoun referring to things, everybody and everyone refer to people.
   Everybody helped to make the costumes for the show, so everything was ready by 7 pm
- Each (+ singular countable) can mostly be substituted by every, but it stresses every single thing or person in a group rather than the total amount as a whole.

  However when we talk about a small quantity, 'every' isn't normally used.
  - you can only say 'each of', not 'every of' (but you can say 'every one of' if the number is bigger) Each time I see this film I cry. OR. Every time I see this film I cry. ('All the times' is possible, but more colloquial)

I know each person in this room personally (a limited number of people)

Each of my siblings has their own room.

- Whole (+ singular countable) is normally preceded by an article or a possessive and it often means the same as 'all + singular countable'.
  - We spent the whole day at the shopping centre OR. We spent all day at the shopping centre

#### Underline the correct quantifier in each sentence.

- 1 Would you like some / any apple juice?
- 2 We don't have much / many homework to do.
- 3 There are usually lots of / a few books in a library.
- 4 I have no / none relatives living in my town.
- 5 Nobody with a bit of / little common sense would swim in a lake when there's a thunderstorm.
- 6 There isn't some / enough time to visit the Tate Gallery today.
- 7 There is hardly any / a little room in the fridge, so put the fruit on the table.
- 8 There are plenty / several mistakes in this test.

2	Are these	sentences	right (1/)	or wrong	(X)?	Correct the	wrong	ones
---	-----------	-----------	------------	----------	------	-------------	-------	------

1	We do much sport to keep fit.	5	Do you want any milk in your tea?
2	Hardly any of my friends have a full time job.	6	He doesn't have much patience to do a
3	Can I have little water, please?		sudoku 🗌
4	There are many countries I'd like to visit.		

3 • \* First Listen to a student comparing and contrasting two pictures and complete the following description with the quantifiers you hear.

Are these homes like the ones in your country? Which of these two houses would you rather live in?

Well, (1) these houses are really beautiful. Actually, I can't see (2) differences between them: (3) have pointed roofs, a wonderful garden with (4) space and (5) plants and trees around. I suppose (6) them is in an Italian city, because (7) people live in flats in my country and (8) can afford to live in large houses, because we don't have (9) \_\_\_\_ space in towns. In the country its a bit different, though anyway. I think I would love to live in (10) \_\_\_\_ of these homes, but maybe I slightly prefer the one on the right, because the lawn in front of the house is larger.





4 C	omplete	these	sentences	with	each,	every.	all or	whole.
-----	---------	-------	-----------	------	-------	--------	--------	--------

- 1 She had a large diamond on \_\_\_\_\_ of her earlobes.
- 2 Not \_\_\_\_\_ verbs are regular.
- 3 citizen over 18 has the right to vote.
- 4 I didn't do \_\_\_\_\_ the exercises because I had no time.
- 5 I spent the \_\_\_\_\_ weekend doing the laundry.
- 6 \_\_\_\_\_ of the paintings in this room has something unusual in it.
- 7 \_\_\_\_\_ time we decide to play tennis it rains.
- 8 She spent her life studying lions.

#### 5 Look at the picture and the recipe for a cake. Complete the sentences with the missing parts.



#### Ingredients:

200 gr. butter

300 gr. flour

300 gr sugar

50 strawberries

5 eggs

I isp. baking powder

I isp. vanilla extract

I lt. milk

all both enough few little lot much neither none plenty some (x2)

There's (1) of butter, but there aren't (2) eggs so we have to buy a (3)

We've got (4) flour and (5) sugar, but we need a (6) more of

(7) We a so need to buy a (8) of strawberries because we have (9)

We have milk, but not too (10) , so we have to buy that as well. We also need vanilla extract and baxing powder because we have (11) . Well, I'll go and get (12) the necessary ingredients.

6		Complete the second sentence so that it has a ackets, You must use between 2 and 5 words.	similar me	eaning to the f	irst using the	word in
	1	We spent all day at home last Sunday (the)	We spen	t	at home last	Sunday.
	2	There is very little sugar in this pie (any)	There's		in this pie.	
	3	All my relatives hate peanuts. (likes )		peanuts		
	4	I didn't have many CDs in 1987. (used)	1	CDs in		
	5	Both my brothers work abroad. (of)		in my co		
	6	I looked for both, but I found neither one (not)	Llooked	for both, but I		of them.
	7	You can choose this seat or this one. (of)	You can		seats.	OI BIGHT
	8	Emily Dickinson lived there all her life (whole)		ckinson spent		there.
	Ü	Eliniy Dickinson invest there are the (whole)	cinity Di	ennaon spent		tilere.
7	Ri	Choose A, B, C or D to complete the sentences	below.			
	1	Don't worry, we have petrol in the tank.	A much	B plenty of	C a number of	D many
	2	There wereboys in the room: most were in the garden.	A a few	B very few	Сапу	D no
	3	money was stolen from the bank.	A loads	B several	C much	D a great deal of
	4	my friends live in Australia now.	A Most o	f B None	C Neither of	D Few
	5	You need effort to do this exercise: it's so easy.	A a few	B a little	C little	D a few
	6	of my parents likes fruit,	A None o	f B Either	C Neither	D Both
	7	I couldn't find information on the website.	A much	B many	C no	D some
	8	Put a drop ineye before sleeping.	A every	-	C all	D both
	9	They sent two passwords but works.	A either	В попе	C hardly any	D neither
	10	cloud has a silver lining.	A Every	B Each	C All	D most
	11	people find this exercise impossible, but I don't.	A Much	B Most	C Every	D Any
	12	of these museums has security staff.	A Every		C Each	D All
	13	We go to the same resort year.	A all		C all of	D each
	14	time I go out with them I have fun	A Every		C The whole	
			,			
8	Co	mplete the following English proverbs with the qu	uantifiers i	from the box a	and match the	m to the
	CO	rrect explanation of their meaning.				
	ć	all both every few little much	nerther	none to	o many wi	nole
					•	
	1	If the blind lead the blind,shall fall into the ditch.	a Silent somet	children are a hing.	re usually up t	0
	2	Politeness costs, but yields		a lot of people		ething
				nd up doing it		4.1
	3	If you run after two hares, you will catch	_	friends with ev		
	4	A friend to is a friend to		you can't deci lose both.	de between tw	o things
				can't do some	-	
	5	cooks spoil the broth.		one else or nei		
	6	When children stand quiet, they have		better listen a	lot and speak	very
		done harm.	little.	malien in form		
	7	Give man thy ear, but thy voice.	g Being a lot	polite is free, l	out it can help	you gain
	8	One scabby sheep will mar a	h One n	egative elemer	it may spoil al	l the
		flock.	good (	опеѕ.		

## Comparatives and superlatives (1)

#### COMPARATIVES

Comparatives demonstrate superiority, equality or inferiority of element over another. They can
affect adjectives, adverbs, quantities or actions expressed by verbs. If the second element is
mentioned it is introduced by THAN (majority or minority) or AS (equality).

#### Majority

#### Adjective + -(E)R / -IER suffix (than)

- one-syllable adjectives:
   tall + taller slim + slimmer nice + nicer
- adjectives ending with -y take -ier (y > i)
   pretty -> prettier lovely -> lovelier
- one-syllable adjectives with final -y:
   dry → dryer shy → shyer (no change)

#### MORE + adjective (than)

- adjectives of 2 or more syllables.
   boring > more boring tired + more tired
- two-syllable adjectives with final -ow, -er,
   -tie, -ple may take both -er or more:
   shallow shallower / more shallow
   clever → cleverer / more clever
- Adverbs only take the form more + adverb (than), regardless of the ending or length:
   I did the exercise more quickly than usual.
- With fast, hard, early, late, long, close however, the comparative is formed with the suffix -(E)R:
   I did the exercise faster than usual.
- With nouns and verbs the comparative is simply more + noun (than) or verb + more (than)
   My dog eats more meat than fish. / I work more than I sleep.

#### Equality

- With adjectives and adverbs we use the structure is as + adjective/adverb + as: I'm studying as hard as I can.
- In the negative form the first element can also be intruduced by SO:

Tom isn't so talkative as his sister.

With nouns and verbs you use the structure as
 (so) much + as; when comparing plural nouns
 you must use as/so many + as:
 I don't sleep as (so) much as I should.
 We have as many CDs as DVDs

#### Minority

- We use less (than) for all classes of words, when comparing plural nouns we use fewer (than).
  - Our train is less crowded than usual.

    He spoke less convincingly than the previous time.

    I drink less coffee than I used to.

    There were fewer cars than now.
- Minority comparatives are not used frequently.
   We usually make this type of comparison using not as/so + as:

I'm not as slim as you. (= I'm less slim than you)

#### **SUPERLATIVES**

- Superlatives compare one element to all the other ones in a category. They take either the suffix
   -est (iest) or the word most and they are typically preceded by the. Study these examples.
   adjectives → Tom is the youngest in his family, Carol is the shyest, I'm the most outgoing.
   adverbs → Rebecca studied the hardest in high school.
- When we compare a superlative to the rest we use the prepositions in (a class or place) or of (a group)
   He's the cleverest boy in the class. OR. He's the cleverest of the students.
- Superlatives with the least are not used very frequently: 

  It's the least interesting film of all

#### **COMPARATIVES and SUPERLATIVES: SPECIAL FORMS**

good / well	better	the best	Who is the best singer of the year?
bad / badly	worse	the worst	That's the worst book I've ever read
far	farther / further	the farthest /	I don't want to go any further than this.
		the furthest	is Sydney the farthest city you've been to?

1	Complete the sentences with the correct comparation Use than when necessary.	tive of the adjectives or adverbs from the box.
	busy bad early far fluently heavy hard	d interesting popular softly well wide
2	1 Lead is silver. 2 Rivers are creeks. 3 He used to be lazy, but he works now 4 I usually get up at 7, but tomorrow I'll get up 5 Which one is : Australia or Japan? 6 We speak English Spanish. 7 Unfortunately, I'm at Science her 8 Sheila's she used to be as a student.  Build the sentences with the comparative or the standard or the stan	9 I liked 'It' but I found 'Dolores Claiborne'  10 Jeans have been any other type of clothes for over 50 years  11 Can you speak? The children are sleeping.  12 I'm sure my grandmother can cook any chef that cooks weird dishes on TV.
	<ul> <li>2 In May /the climate / dry / in November.</li> <li>3 Who / young: you / your brother?</li> <li>4 Mona Lisa / popular painting / by Leonardo da Vin It / exciting trip / I / ever / have.</li> <li>6 Cindy / pretty / the other girls in the class.</li> <li>7 Monday / bad day / week.</li> <li>8 Which / hard subject / school?</li> </ul>	inct.
3	♠ Listen to Grace and her mother Meg talking a these sentences right (✓) or wrong (X)? Correct the	about what life used to be like in the past. Are he wrong ones.
	<ol> <li>When Meg was 16 it wasn't as easy to get in touch with people as it is now.</li> <li>Teenagers used to be freer than now and</li> </ol>	6 Meg's generation of teens felt miserable because they had less pocket money so they didn't feel independent
	they could see their friends more often  Today's teens don't do as much sport as	7 Meg wasn't always so interested in what she studied at school
	they did in the past.   4 Grace thinks that being a teenager now is better than in the past.   5 When the past of the did to replace that the past is a second or seco	8 Unlike her classmates. Grace already knows what she's going to do when she leaves school
	5 When Meg was 16 she didn't realise that those years were the best period in her life.	
4	First Complete the second sentence so that it has	*
	brackets. You must use between 2 and 5 words.  1 There didn't use to be as many cars as now. (the 2 Gwen didn't do the exercise as fast as me. (quice 3 My room is noisier than yours. (not)  4 My dog eats more than my cat. (as)  5 He's one of the friendliest people I've met (few)	than) There used now.  I did Gwen  Your room is mine  My cat doesn't eat my dog.
	6 Randy's the shyest of my friends (shy)	None of my friends Randy.

## Comparatives and superlatives (2)

#### MODIFIERS OF COMPARATIVES AND SUPERLATIVES

- We use intensifiers or mitigators to emphasise or reduce the difference expressed by comparatives and superlatives.
- a lot, a great deal, much, far are used to intensify the comparative.

I'm much taller than my sister.

We had a great deal more money after we sold our car.

I have far less free time now that I work.

- far is preferable when followed by 'less', 'fewer' or a plural noun. Much is not used with plural nouns: I have much more luggage than when I left (not: I have much more suitcases..)

  There are far fewer people at the stadium today.
- even is also used to underline the different degree expressed by the comparative.
   The secondo Hunger Games film is even better than the first.
- by far is used to emphasise the difference expressed by a superlative:
   That was by far the best holiday I'd ever had.
- slightly, a little, a bit are used to reduce the difference expressed by the comparative:
   We'll start a bit later than usual, ok?

I have a little more patience than I used to.

He's feeling slightly better than yesterday.

- not nearly as is used to intensify a difference expressed by the comparative of equality.
   I'm not nearly as clever as you. (= You are much more clever than me)
- just is used to emphasise similarity before as or like and means 'exactly like': I think men talk just as much as women. (exactly like)

I'd like to buy a bigger bag, just like the one I saw in the magazine.

 nearly or almost are used to show that the qualities are similar but not the same I'm almost as tall as my dad now. (or: I'm nearly as tall as my dad now)

#### MORE AND MORE.,, LESS AND LESS.,,

 When the comparative is repeated twice it means that the difference expressed by the comparative is increasing.

I'm more and more interested in oriental art (= I'm increasingly interested in it)

It was late June and days were getting longer and longer.

Today's overprotective parents are making their kids less and less capable of facing problems. As winter approached there were fewer and fewer flowers in the garden.

#### THE + COMPARATIVE... THE + COMPARATIVE

This structure is used when two changes are closely connected by a cause-effect relationship.
 The change may be parallel or inversely related:

The more you learn, the wiser you get. (parallel improvement)

The less I work, the less satisfied I feel. (parallel decrease)

The less I sleep, the more irritable I feel. (inverse relationship)

• The verbs in this structure are often omitted if they can be understood by the context:

The more slowly you drive, the fewer the chances of an accident.

I'm going to invite as many friends as possible. The more, the better.

Un	derline the correct alternative in these sentences.			
1	Mt. Everest is far / slightly higher than	6	Gold is a great deal /	slightly more
	Mont Blanc.		_	,
2	German is not just / nearly as popular as	7	*	far fewer people than
3	I think we'd better leave a bit earlier /	8		
	more early			, ,
4	<u> </u>	9	,	lot later? I may hit
	-			•
5		10	*	
	we have for playing computer games.		and larger / more an	
Ar	e these sentences right (✓) or wrong (✗)? Correct	the '	wrong ones.	
1	The less you eat the more you'll get weak.			
2		e.		
3				
4		-		
5				
		own		
	☐ The less you train the worst you feel.			
8	I like icos you stain the moist you icu.			
۰				
•	Listen and complete the sentences you hear w	vîth	the missing parts.	
1		vîth 6		think it is.
1	Listen and complete the sentences you hear w		it's	
1 2	Listen and complete the sentences you hear v	6		
1	Listen and complete the sentences you hear volve been my operation.  You you used to.	6 7	it's	where he is.
1 2	Listen and complete the sentences you hear volume is been my operation.  You you used to.	6 7	It's	where he is.
1 2	Listen and complete the sentences you hear volve been my operation.  You you used to. This is place in the world.	6 7 8	It's	where he is. her daughter left
1 2 3	Listen and complete the sentences you hear volve been my operation.  You you used to.  This is place in the world.  The we'll get fit.	6 7 8	for California.	where he is. her daughter left
1 2 3	Listen and complete the sentences you hear volve been my operation.  You you used to. This is place in the world.	6 7 8	for California.	where he is. her daughter left your skin will
1 2 3 4 5	Listen and complete the sentences you hear volve been my operation.  You you used to.  This is place in the world.  The we'll get fit.  I really love tigers, but	6 7 8 9	for California.  look. I tried putting some, so I had to through	where he is. her daughter left your skin will w it away.
1 2 3 4 5	Listen and complete the sentences you hear very live been my operation.  You you used to.  This is place in the world.  The we'll get fit.  I really love tigers, but in future.	6 7 8 9	for California.  look. I tried putting some, so I had to through	where he is. her daughter left your skin will wit away.
1 2 3 4 5	Listen and complete the sentences you hear very live been	6 7 8 9 10	for California.  look. I tried putting some, so I had to through	where he is. her daughter left your skin will wit away.
1 2 3 4 5	Listen and complete the sentences you hear very live been	6 7 8 9 10	for California.  look. I tried putting some, so I had to throughout meaning to the further look.	where he is. her daughter left your skin will w it away. st using the word in me.
1 2 3 4 5 bra 1	Listen and complete the sentences you hear volume been my operation.  You you used to.  This is place in the world.  The we'll get fit.  I really love tigers, but me'll get fit.  I really love tigers, but more so that it has a ackets. You must use between 2 and 5 words.  Josh and I are exactly the same height. (just)  You become wiser with age. (are)	6 7 8 9 10	for California.  look. I tried putting some, so I had to through	where he is. her daughter left your skin will w it away. st using the word in me.
1 2 3 4 5 bri 1 2	Listen and complete the sentences you hear volume been my operation.  You you used to.  This is place in the world.  The we'll get fit.  I really love tigers, but min future.  Complete the second sentence so that it has a ackets. You must use between 2 and 5 words.  Josh and I are exactly the same height. (just)  You become wiser with age. (are)  He isn't nearly as good as his sister. (much)	6 7 8 9 10	for California.  look. I tried putting some, so I had to throughout meaning to the further look.  Osh is The He's	where he is. her daughter left your skin will w it away. st using the word in me. wiser you get.
1 2 3 4 5 bri 1 2 3	Listen and complete the sentences you hear very live been	6 7 8 9 10	for California.  look. I tried putting some, so I had to throughout meaning to the fix losh is The He's Petrol is getting	where he is. her daughter left your skin will wit away. st using the word in me. wiser you get. his sister.
1 2 3 4 5 bri 1 2 3 4	Listen and complete the sentences you hear very operation.  You	6 7 8 9 10	for California.  look. I tried putting some, so I had to throughout meaning to the fix losh is The He's Petrol is getting I was	where he is. her daughter left your skin will wit away. st using the word in me. wiser you get. his sister. all.
1 2 3 4 5 bri 1 2 3 4 5	Listen and complete the sentences you hear very live been	6 7 8 9 10	for California.  look. I tried putting some, so I had to throughout meaning to the fix losh is The He's Petrol is getting	where he is. her daughter left your skin will wit away. st using the word in me. wiser you get. his sister. all.
	1 2 3 4 5 Ar 1 2 3	<ol> <li>Mt. Everest is far / slightly higher than Mont Blanc.</li> <li>German is not just / nearly as popular as English.</li> <li>I think we'd better leave a bit earlier / more early</li> <li>He's got a lot of sweets and I want just / not nearly as many!</li> <li>The less / fewer homework, the more time we have for playing computer games.</li> <li>Are these sentences right (/) or wrong (X)? Correct</li> <li>The less you eat the more you'll get weak.</li> <li>He's a great deal far better than me at Science</li> <li>There are nearly as many people as in Chicae</li> <li>The was by far the best genius of the world.</li> <li>You must run more farther if you want to slim deal</li> </ol>	<ul> <li>Mt. Everest is far / slightly higher than Mont Blanc.</li> <li>German is not just / nearly as popular as Finglish.</li> <li>I think we'd better leave a bit earlier / 8 more early</li> <li>He's got a lot of sweets and I want just / 9 not nearly as many!</li> <li>The less / fewer homework, the more time we have for playing computer games.</li> <li>Are these sentences right (√) or wrong (X)? Correct the less you eat the more you'll get weak.</li> <li>He's a great deal far better than me at Science.</li> <li>There are nearly as many people as in Chicago.</li> <li>The sooner we leave the earliest we'll get there.</li> <li>He was by far the best genius of the world.</li> <li>You must run more farther if you want to slim down</li> </ul>	1 Mt. Everest is far / slightly higher than Mont Blanc. 2 German is not just / nearly as popular as English. 3 I think we'd better leave a bit earlier / more early 4 He's got a lot of sweets and I want just / not nearly as many! 5 The less / fewer homework, the more time we have for playing computer games. 6 Gold is a great deal / expensive than iron. 7 There are much less s there were last Saturd 8 I haven't got nearly a problems as you. 9 Can we meet a bit / a the traffic on the way 10 The size of smartphor we have for playing computer games. 1 ☐ The less you eat the more you'll get weak. 2 ☐ He's a great deal far better than me at Science. 3 ☐ There are nearly as many people as in Chicago. 4 ☐ The sooner we leave the earliest we'll get there. 5 ☐ He was by far the best genius of the world. 6 ☐ You must run more farther if you want to slim down.

Look at the information on these box office hits and complete the sentences with a suitable modifier choosing between almost, by far, far, much, nearly, slightly. The modifiers can be used more than once.

2001 A Space Odyssey  Stanley Kubrick  1968 About \$ 10,500,000  160'  The Shawshank Redemption  Frank Darabont  1994 \$ 25,000,000  117'  Spiderman 3  Sam Raimi  2007 \$ 258,000,000  139'  Interstellar  Christopher Nolan  2014 \$ 165,000,000  169'   "2001' by Stanley Kubrick is (1) the oldest of these films, and it was also (2) cheaper to make than the others.  Spiderman 3 is (3) as long as The Shawshank Redemption, but neither of them is (4) a long as Interstellar.  The budget needed to make The Big Lebowski was (5) bigger than to the money spent on 2001 we compare these two films to Spiderman, which is (6) the most expensive of all The Big Lebowski runs (7) fewer minutes than all the other films.  Kubrick's 2001 is (8) shorter than Interstellar.  Read the following extract from an article on herbal treatments of a common skin condition. For questions 1-16, type the word which best fits in each space. Use only one word in each space.  Psoriasis is one of (0) the most widespread autoimmune conditions, in (1) skin cells build up much (2) quickly than usual on elbows, knees and other parts of the body. In western medicine, the seventy of the disease: the worse (4) psoniasis, (5) stronger the drug.  In herbal medicine, however, the seventy is one factor, but broader details about each individual are (6) more important. Herbalists look (7) the whole health picture, focusing on details such (8) the areas of the body that are affected, the age and ifertyle of the patient.  This analysis helps determine (9) chinese medicine calls 'patterns of imbalance' treatment specifically targets each of (10) patterns and usually has fewer side effects (11) western medicine. There may be digestive discomfort or headaches, but even these mild symptoms don't usually last too long.  That said, 'herbal' and 'natural' don't always (12) a treatment safe. Anything strong enough					
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to heal you can also harm you (13) taken incorrectly. Make sure your herbal st has experience					

treating psonasis, and that they're committed to using Chinese herbs from a reputable pharmacy.

tested not only for quality, but also for pesticide

naturopaths, homeopaths, and even western

far the most important factor and its worth paying close attention

residues. Herb quality is (15)

Ask about whether the nerbs have (14)

to it. Remember that many herbalists - as well (16)

doctors - are not experienced in treating the skin.

7	4	First Listen to a candidate describing the two pictures below and choose A, B or C to answer
	the	e questions.
	1	The picture on the right  A  may have been taken in a Chinese city.  B  shows a museum in Hong Kong.  C  depicts a building in Beijing.
	3	Asian countries  A   have always been financially relevant in the world.  B   have been attracting tourists since they started playing a major role in International business.  C   are regarded as fascinating places even in school textbooks.  The boy thinks that European travellers  A   usually choose the countries according to their budget.  B   might appreciate both destinations.  C   are often attracted to the unknown.  The boy concludes by saying that  A   European travellers usually prefer travelling around western countries.  B   he would be far less interested in a western destination  C   if you choose an Asian country, you have probably travelled a lot more than the average tourist.
8		Read the article on the ice-albedo feedback, 4 sentences have been removed from the text:  oose from sentences A-E which one fits each gap. There is one extra sentence which is not needed.
	have leed of a coverage hand american	e term 'albedo' comes from the Latin word (or 'whiteness' and it refers to the reflecting power of a face which increases according to its brightness. (1)  For this reason ice caps, glaciers and sea ice is stronger albedo.  -albedo feedback is a climate process where a change in an ice-covered area alters the reflecting power a surface reinforcing the initial alteration as follows. On the one hand, cooling tends to increase ice-cred surfaces and hence the albedo, reducing the amount of solar energy absorbed. (2)  on the other id, warming decreases ice cover, and, consequently, its reflecting power. This process increases the ount of solar energy absorbed. (3)  Finally, the effect also applies on the small scale to snow-covered faces. A small amount of snow that melts down exposes darker ground which absorbs more radiation, dding to more snowmelt. (4)
	A B C D E	The less solar energy is absorbed, the colder and brighter the surface will get.  The colder the temperature, the darker the ground.  Therefore, the whiter the surface, the stronger its reflecting power.  The more solar energy is absorbed the less snow there is because of heat.  This means that the less the ice cover, the stronger the warming of the area

# So and such; How...; What a...; quite a... for emphasis

۰	So and such are both used to mean 'very' or 'really' and to emphasise a quality or a thing	in
	general*	

He's so lazy! Or He's such a lazy boy!

- They are also used to mean 'like that' or 'like this':
  - I've never heard such a great planist play Rachmanmoff's Second Concerto.
- How. .! and What !! are used for exclamatory sentences to show surprise.

  Mary didn't invite us to her party. How rude!

What lovely weather! Let's go for a walk.

#### SO

- So is an adverb and it is used followed by an adjective or an adverb I was so tired that I fell asleep during the film. Why are you driving so fast, Claire?
- It is used before much, many, little, few to emphasise the quantity.
   There were so many people that we couldn't see the chairs.
- It is used before long and far to emphasise length of time or distance:
   Why do we have to wait so long?
   It's so far that we can only get there by plane.

#### HOW

 How is usually followed by an adjective or an adverb, or by subject + verb
 How you've grown, Emma! How tall you are!

#### SUCH (A/AN°)

- Such is a determiner and it is followed by a noun or an (adverb) adjective + noun: They are such liars, nothing they say is true. It was such an incredibly unusual day!
- It is used before a lot.
   There were such a lot of people that we couldn't see the chairs.
- It is used before a long time and a long way
  to emphasise length of time or distance.
   Why do we have to wait such a long time?
   It's such a long way that we can only get there by plane.

#### WHAT (A/AN\*)

 What is followed by a noun or an adjective + noun:
 What a boring film! Let's watch another one.

- When an adverb like rather (a/an\*) or quite (a/an\*) is followed by adjective + noun, to emphasise
  the degree of the quality expressed by the adjective, the article a/an usually comes after them:
  I had quite an unusual holiday last year (but: My holiday was quite unusual)
- Quite and rather can also be followed by a noun:
   Popping bubble wrap is great fun but it's rather a waste of time.
   We made quite an effort, but it wasn't enough.
- \* A/an is only used before a singular countable, not with a plural noun or an uncountable: What beautiful eyes you have! (With plural noun)
  We had such bad weather that our tomatoes are all still green. (With uncountable noun)

#### 1 Match the sentences (1-6) to the suitable idioms (a-f).

We've been travelling for 13 hours now.
 I can't help yawning when I read this book.
 Oh, no! The dishwasher's broken down.
 I love salad, and if it's organic salad,
 Computer games opened a new world,

We lost the match by one goal.

- a What a drag!
- b What a pity!
- c It's such a bore!
- d so much so I wonder what teens did in the past.
- so much the better.
- f So far, so good

2	Un	derline the correct alternative in each senten	ces.						
	1	She writes such / so beautiful poems that some	5	He	e's such a / so	good friend!			
		of them are often published in a magazine	He	has done suc	h / so foolish	things that hi			
	2 He was such / so nervous that he broke the				ill get into serio	ous trouble.			
	pencil he was holding. 7				ns hedge grow	s such / so fa	st that we		
	3	You're such a / so good guitarist. Why don't		ha	ive to trim it of	ften.			
		you join a band?	8	Th	iey are such / s	o boring peop	ole that nobody		
	4	We were so / such surprised that we were at a loss for words.		ev	ery visits them	for the secon	d time.		
3	Fi	Choose A, B, C or D to complete the sente	nces.						
	1	pretty house your friends have bought.	A What	а	B How	C Such a	D So much a		
	2	Your daughter's sweet	A such		B how much	C so	D what a		
	3	It takeslong time to become a doctor.	A such	a	B so	C so much	D what a		
	4	I didn't knowcruel he could be	A what		B so	C such	D how		
	5	gloomy that house was.	A How		B What	C Such	D So		
	6	wonderful view you have from here!	A Such	a	B So	C What a	D How		
	7	l didn't realise it was late.	A such		B what	C 50	D how		
	8	Don't listen to him. He talksnonsense.	A so		B such	C what	D how		
4		Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.							
	1	Your sister's smile is so lovely! (a)				_ your sister	has!		
	2	I didn't know how good at singing you were.	(singer)	I didn't know you were					
	3	We're so far from home. (way)			We're	fron	n home.		
	4	It was quite surprising to find Pat there. (surp	rise)		It was	to t	find Pat there.		
	5	5 The situation was really embarrassing. (an)			It was	situ	ation.		
	6	6 Everybody found her so lively. (how)			Everybody no	ticed	was.		
	7	It was raining so heavily that we had to stop.	(heavy)		There was		we had to stop		
	8	What a pretty baby you have! (is)			Your	pret	tyl		
5	6	Listen to what the woman says (a-f) and w	rite the	ÇO	rrect letter ne:	rt to the sen	tences that		
	rei	fer to each statement you hear.							
	1	lt hurts so much.	а	W	hat an awkwa	rd situation.			
	2	What a special feeling it was.	þ	I	nad such a goo	d time with	them.		
	3	How funny it was.	C		ou have no idea		il it is:		
	4	They're so close to each other.	d	Th	nere are so ma	ny of them.			

e How thrilled I felt that day.

They're such good friends now.

It's such a large amount!

I felt so ashamed.

## Modals (1): obligation

#### MUST \*

- Only in the present tense (for present or future situations) or sometimes in reported speech
- for orders and general obligation
- in the negative form it expresses prohibition

I must improve my pronunciation.

She said she must go to the dentist.

You must do the exercise without using a dictionary. Passengers must show their boarding pass at all times.

Students mustn't cheat during tests.

#### HAVE TO \*\*

- It can be used in all tenses expressing obligation or necessity
- In Present simple questions it substitutes must.

She's never had to work; she's rich. Lisa won't have to pay to get in she's under 12. Does Ed have to get up early? (not 'Must Ed ..')

#### MUST or HAVE TO

 There is a slight difference between must and have to in the affirmative present tense. Must expresses an obligation that is also the speaker's will or an order. Have to is used when talking about duties.

I must win the game. (I want to win the game) You must learn it. (the teacher is giving an order)

I have to learn it. (I'm following somebody's orders)

- In negative sentences mustn't means that it is not allowed to do something.
- Don't / doesn't have to means that it isn't necessary to do something. Compare the examples:

You mustn't eat the pudding: you're on a diet! You don't have to eat the pudding if you don't like it.

- The question form of must is unusual. In questions you normally use have to.
- \*\* You can also use have got to but remember that in negative and interrogative forms have is used as an auxiliary (Have you got to go now? / You haven't got to tell me everything). Got is only used in the present tense.

I NEED / I DON'T NEED / DO I NEED + He needs to train harder if he wants to win TO Inf. next time. NEED + -ING form These windows need cleaning. They're NEED (TO) really dirty NEEDN'T + BASE form We needn't do it now, don't worry. (or: We don't need)

- It is mostly used as an ordinary verb + to meaning that it's necessary for someone to do something. In this case it is a synonym of have to.
- When followed by the -ING form it means 'need to be done' and it usually refers to things.
- When used as a modal in the negative form needn'r it means it isn't necessary to do something.

SHOULD You shouldn't go to bed so late.

What should I do now? Should I tell Dad?

OUGHT

You oughtn't to go to bed so late.

TO I ought to go on a diet but I love eating

- Should expresses a hypothetical obligation (I should sleep more) or criticism (You shouldn't be so selfish).
- Ought to means the same as Should, but it's used less frequently, it is hardly ever used in the question form and it is mostly substituted by 'should' (Ought I to do this exercise' + Should I do this exercise?)

There are other forms that express a hypothetical of be supposed to do * You aren't supposed to bring shouldn't bring) had better do / not do * You'd better go home It's	any drinks in the computer lab. (or: You
SHALL Where shall I put these boxes?  Shall we go for a walk in the park? - 6	Bood Idea.
<ul> <li>Shall I is used when offering to do something and you, Grandpa?), it may also be used to ask for adv Shall I tell Dad?)</li> <li>Shall we is used as an alternative form for LET'S we dance?) or when you are organising some actionaliday?)</li> </ul>	when you suggest doing something (Shall
What are the 8 speakers doing? Match the sente  Do you need a visa when you go to Korea?  The guests must leave the room before 10 am.  Shall I carry that surcase for you, Grandma?  I don't know Should I turn down the offer?  You should cut down on sugar to keep healthy.  My alarm clock needs repairing.  My alarm clock needs repairing.  You don't have to be rich to be happy  You mustn't interrupt when someone is speaking.	offering to help someone saying that something must be done forbidding an annoying habit d suggesting a change e informing about a general rule f asking what you have to do before a trip g stating that something is unnecessary h asking for somebody's advice
<ol> <li>Underline the correct alternative.</li> <li>Do you have to / Do you must be fit to do this sport?</li> <li>We don't have to / mustn't forget our IDs.</li> <li>Kate had to / must go to university by train before getting her scooter.</li> <li>Children don't have to / mustn't ski without a helmet.</li> <li>My mother doesn't have to / mustn't wear glasses to read: she's near-sighted.</li> </ol>	<ul> <li>6 I'm afraid I will have to / will must take that exam again.</li> <li>7 I sometimes envy my dog: he doesn't have to / mustn't work.</li> <li>8 I hate to have to / must ask my parents for money.</li> </ul>
1 You should learn security and baggage rules be 2 You are supposed to keep your valuable things 3 You don't need to go through the checkpoint a 4 You ought to carry cutting instruments or sport 5 Aerosols, gels and liquids must never be carried 6 You'd better check the expiry date of your pass	T F efore flying for the first time.  s in the carry on luggage.  rea if you have banned items with you.  ting accessories in your carry on luggage.

4 Look at these signs and match them to the sentences below. Then complete the sentences with the modal verbs from the box.



C should I

D shall !

A must l

B am I supposed

# Modals (2): permission, possibility and ability

CAN						
<ul> <li>only in the Present tense (for present or future situations)</li> <li>to express possibility, ability or permission</li> </ul>	I can't come tomorrow.  Can they play the guitar? No, they can't.  I can only go out with my friends on Saturdays.					
	COULD					
<ul> <li>Past simple for general abilities</li> <li>Conditionals and if clauses</li> <li>present / future possibilities (only affirmative)*</li> <li>in questions for polite requests</li> </ul>	I couldn't drive a car when I was 12.  If I could speak French I could work in Paris.  I could never live in the country  Our train could be late. (or: may / might be late)  Could you repeat that, please? Could I ask a question?					
	BE ABLE TO					
<ul> <li>It can be used in all tenses expressing ability or possibility to do something.</li> </ul>	I've never been able to ride a scooter. It's important to be able to speak at least 2 languages We'll be able to leave, if we find the train tickets.					

#### COULD or WAS / WERE ABLE TO

#### In affirmative sentences:

- Could is used for general abilities or possibility to do something in the past
- Was / were able to is used for a specific situation in which it was possible to do something.
   In negative sentences couldn't can be used both for general abilities and specific situations.

I could sleep late when I was younger (in general).

Mia couldn't see anything without her glasses.

I was able to sleep despite the storm last night (single occasion).

We couldn't see (or weren't able to see) John yesterday he was ill.

\* When you are uncertain about a present or future event in the negative form you must use may not / mightn't.

**Example:** I practised a lot, but I may not / mightn't win the race tomorrow. (not I couldn't)

MAY There may be life on other planets.

Dad may not arrive in time for dinner tomorrow

MIGHT We might guess the password, but it's almost impossible.

There mightn't be any oil in 10 years time.

- May / might are used when talking about present / future possibilities. They have a similar meaning, though 'might' emphasises uncertainty. It may rain tomorrow / I might win the lottery.
   Both can be substituted by 'could', but only in affirmative sentences: It could rain tomorrow
- In questions you can only use may i / may we to ask for permission in a polite way. May I read your newspaper, Sir?

The same function can be expressed with 'could' but not with 'might': Could I read your newspaper?

- Other forms that express ability to do something are:
   manage to → Did you manage to book the table? (or. Were you able to book the table?)
   succeed in + ing → I hope we'll succeed in finding a nice gift for them. (or we'll manage to / we'll be able to...)
- Another form that is used to talk about **permission** is:

  be allowed to They aren't allowed to drink alcohol until they are 21, (or they can't drink...)
- When you want to talk about the **probability for something to happen** you can use: be likely / unlikely to → It's unlikely to rain in this area.

Wherever they went, they were likely to make friends with everybody

	where ter the twent, they	were there to make friends with ever wood
	What are the 8 speakers doing? Match the senten	ices (1-8) to the correct function (a-h).
	<ol> <li>Cats can see in the dark.</li> <li>They couldn't speak after shouting two hours at the stadium.</li> <li>She was allowed to stay up until 11.</li> <li>May I borrow your pen?</li> <li>You might at least say 'please'.</li> <li>He may not be at home at the moment.</li> <li>Students cannot text messages in class.</li> <li>We're likely to win tomorrow's game.</li> </ol>	a saying that something is forbidden by asking for something politely c describing a general ability by complaining e guessing something f saying that something will probably happe talking about specific inability to do something by talking about permission to do something
2	Underline the correct alternative.	
	1 Last night we couldn't / didn't succeed to go to the cinema because it was raining heavily, but we could / managed to rent a DVD and we saw it at home.	<ul> <li>4 May / Might I open the window, Mrs         Evans? I'm afraid you won't manage to /         may not: it's stuck.</li> <li>5 There mightn't / couldn't be any tigers in</li> </ul>
	2 I'd really love to can / be able to play a musical instrument so I could / was able to	10 years' time. What may /could we do to protect them?
	play music when I feel bored.  3 As a child I wasn't allowed to / able to watch TV at night: I should / had to go to	6 We aren't likely to / allowed to win the championship this year though we may / are able to win it next year.

#### 3 First Choose A, B, C or D to complete the sentences.

bed after dinner.

1	She open the door so she rang the bell.	A was able to B couldn't C may not D can't
2	The burglars get in through the window.	A could B succeed in C managed to D might
3	When is a tsunami more happen?	A likely to B able to C allowed to D manage to
4	you sign here, Madam?	A May B Might C Could D Are you able to
5	I've never swim.	A been able to B succeeded in C could D might
6	We eventually convincing the teacher to put off the test.	A managed to B could C may D succeeded in
7	It be so cold tomorrow.	A couldn't B mayn't C mightn't D can
8	You will sleep if you relax before bedtime.	A able to B succeeded in C can D manage to

		. —								
4		First You						e High Sc	hool: listen	carefully
	and	i complete t	he sentence							
	1	Students				year course				
	2	If a student them in the	exceeds the afternoon.	number o	f maximu	m absences	he or (2) :	she will		tecovet
	3	If students		,		quired recov		_		
	4	Notes excus return to so	ing the stud hool.	ents' (4) al	bsences		be pres	sented wit	hin five day	s after their
	5	Students		carry the	eir electro	nic devices	to school a	as long as	they're turn	ed off
	6	Students		to wear	any acces	sory that m	ay be used	l as a wea	роп	
5	Rev	write the se	ntences usin	g the wor	d in braci	kets.				
	1	Perhaps the Thursday. (	ere will be a	train striki	e next					
	2		anage to get	a refund?	(able)					
	3		robably be a							
	4	_	t me get in?			_				
	5		ull happen a	~	*					
	6		e to lock the							
	7		let me drink 're not home							
	9		able to com	-						
	_	He's a good			9-7	-				
6		Look at the listen and allower	d check.	elow and		the descrip		the word		DOX.
exe bed a b	erciso causo out an	nage boy. I tie but (6) e he hasn't (in doing	do it. N 7) to	Maybe he is solve it ye ng him tha	are ( She wash angry he d In th pictur I (5) see a moth ang on a r s feeling fi et, His most t he will r	to (2) be (3) be (4) be	be a mother telling his to do. Th	er and her n off for d ne boy is s	an and a che young son. loing someth ulking and he sor	ning he

## Modals (3): deduction; compound forms

#### MODAL VERBS EXPRESSING DEDUCTION

Modal verbs can be used to expressed different degrees of certainty. Here is a list starting from the maximum level and ending with the least level of certainty.

MUST	almost certain (90%)	That must be Cheryl's car. (I'm quite sure it is)
SHOULD	very likely (60%)	That should be Cheryl's car. (I think it is)
COULD	possible (50%)	That could / may be Cheryl's car. (I can't tell)
MIGHT	uncertain (40%)	That might be Cheryl's car. (I have no idea)
MUST	very uncertain (20%)	That may not be Cheryl's car. (I have no idea)
MAY / MIGHT NOT	impossible (10%)	That can't be Cheryl's car. (I'm sure it isn't)

The same can be done with modal verbs in the Past form. The compound form of modal verbs is based on this typical structure. MODAL + HAVE + PAST PARTICIPLE (PP)

MUST HAVE + PP	almost certain	The film must have been boring.
COULD HAVE + PP	possible	She could have left her phone at home.
MAY (not) HAVE + PP		He may have known the killer.
MIGHT (not) HAVE + PP	uncertain	They mightn't have recognised us.
CAN'T HAVE + PP	impossible	I can't have signed this document.

#### OTHER COMPOUND MODALS

SHOULD (not) HAVE + PP	Expressing regret	We shouldn't have wasted so much money on that.
OUGHT TO HAVE + PP	about something that didn't happen in the	She ought to have taken that chance.
COULD HAVE + PP	past.	I could have studied harder.

#### DON'T / DIDN'T NEED TO or NEEDN'T HAVE • PP

in the Past tense there is a little difference between these two forms. Compare the examples.

Ann told us we didn't need to bring any drinks (we knew it wasn't necessary to do it).

We needn't have brought the umbrellas: it was sunny all day (but we didn't know that when we left).

#### OTHER FORMS EXPRESSING DUTY, OBLIGATION AND NECESSITY

- Be expected to is used when something is very likely to happen, we expect it to happen:
   The storm is expected to move southward during the night.
- Be obliged / compelled / forced to are used when an action is caused by something:
   Because of the flood we were forced to close down.
- Be bound to is used when something is destined to happen or will happen for sure:
   It was bound to happen sooner or later. We should have known better.
- Be due to it is used for things that are planned or expected to happen at a certain time or moment:
   Our train is due to arrive at Glasgow Central at 12:12.
- Be to is used as a short form for 'be going to' (especially in the news) or to give formal / impersonal
  instructions and orders about actions that must or mustn't be carried out:

The Pope is to visit the Philippines (or: . is going to visit ...) .

The test papers are to be handed in by 9.30AM. (or: ...must be handed m...)

Guests are to leave the premises in a clean and tidy condition, (or must leave...)

Be meant to is similar to be bound to and is used when something is destined to happen
Laura was meant to be a mother: she's so patient and loving

1 4	What are the 8 speakers doing? Match the senten	ces (1				
1	When is it due to snow in Birmingham?	a b	making inferences about the past			
2	You weren't expected to arrive so early!		expressing regret			
3		C	making inferences about the present			
	said I was wrong.	d	saying that something is impossible			
4	Tara mightn't have received our text message.	e	predicting that something will happen again expressing surprise			
5 6		g	asking when something is expected to happen			
7	You needn't have brought any wine.	h	explaining that something was not required			
8	You must have a lot of spare time.					
2 U	nderline the correct alternative.					
1	Jane passed the exam with an A. she must	6	Grandma's waiting for us! We mustn't /			
_	study / must have studied hard.	48-	mightn't be late.			
2		7	Don't blame me. you may / could have			
	been worried.		planned the trip more carefully.			
3		8	That must / could be Greg's new car. His			
	have said those horrible things to her		daughter's sitting in the back.			
4	3	9	I needn't have brought / didn't need to			
	he's still in Japan.		bring my umbrella: it's sunny.			
5	8	10	We couldn't / may not have enough time to			
	might be sunny next weekend.		finish the test.			
said in m 20 n I rea Yesti inter bottl The	icky, sorry I didn't write (0) to you before but I've (1)	pace (4) had in from ha	k three more wool en jumpers, a fleece and jackets be really nice 1' just (5) to travel it of the house. The only problem is they have a cat we told the agency before cause my phone provider offers cheap top-ups for (8) get them some italian food or a  compared to the c			
	ive at Dublin auport at 9,45.1 can't wait!					
	wishes,					
Ann	3					
4 6	First You will hear 5 people talking about ed	ducati	on. Choose from the list (A-H) what each			
	peaker says. There are 3 extra letters you do not					
A	I'm going to to study abroad after high school.	E	Today's kids are just the same as in the past.			
В	0	F	,			
	model for her students.	G	I may not go straight to university			
Ç	Teachers used to be stricter in the past.	H	The first year at university might be very			
D	I shouldn't have stopped going to school.		demanding.			

## Zero and first conditionals; time clauses

IF clauses are sentences that present a situation or condition that may lead to a result.

if clause (condition)

main clause (result)

If you mix blue and yellow

you get green.

The order of these two clauses can be inverted.

We'll go for a swim in the lake

if it doesn't rain tomorrow.

#### ZERO CONDITIONAL

 If clauses type 0 are used when we describe a result occurring every time a particular condition takes place. With these general facts, we use the following verb tenses:

IF + Present simple (if clause)

Present simple (main clause)

If I'm late
If there's a fire

I usually go to work by car.

you must call the police immediately.

#### FIRST CONDITIONAL

If clauses type 1 refer to a condition that will lead to a future result or consequence:

IF + Present simple (if clause)

will / won't - Base Form (main clause)

if we are late
If you don't train harder

we'll have to call Mum. you won't be able to win the race.

#### OTHER CONDITIONAL CONJUNCTIONS AND PHRASES

As long as underlines the condition as being mandatory (only if); more formal phrases with this
meaning are provided / providing (that) and on condition (that).

You can horrow my bike as long as you bring it back by tomorrow, (= only if you bring it back)

- In case is used to suggest that we do something when a certain situation occurs:
   I'll bring my umbrella in case it rains. (= if this happens)
- Unless means if not, but you only use it when the result will be stopped by the condition.
   It is always followed by an affirmative verb form. Compare these examples:
  - \* You won't pass the test unless you study harder. OR You won't pass the test if you don't study harder. (not studying will stop you from passing)
  - → I'll be surprised if he doesn't pass the test. (not: unless he passes)

#### FUTURE TIME CLAUSES

• Time clauses referring to the future take Present Simple just like first conditional clauses. The main time conjunctions are when - as soon as - until / till - before - after Don't worry, I'll call you as soon as the plane lands. (= right after landing) Will you go to univerty after you finish school? (or: . after you've finished.)

#### Note!

- Of course the two clauses may be inverted. In fact, in questions they are ALWAYS inverted, so always look at the position of if, when, or other conditional conjunctions to choose the right tense. What will you do if you don't find the keys anywhere?
  We'll go for a walk unless it rains
- Remember that you may also use an Imperative in the main clause for situations in which you suggest doing something. Study these examples:

If you need any further information, do not hesistate to contact me.

Call me when you have time, please.

1	Underline the conditional and time conjunctions you	u find and match the two parts of the sentences.
	1 Passengers can't stand up	a call the doctor.
	2 I won't go unless	b if we go to the restaurant on Saturday.
	3 You mustn't go windsurfing if	c as you use them when you speak.
	4 We'll have to book a table	d until the plane stops.
	5 In case the temperature goes up	e you'll be moved to an advanced class
	6 You can learn phrasal verbs as long	f it's free.
	7  The PC will load the application	g you aren't a good swimmer
	8 After you complete this course	h when you start the computer.
_		· ·
2	Put the verb in brackets in the correct tense (affirm	
	1 How (you / spend) your money if	
	you (win) the lottery?	(drink) this herbal tea.
	2 (disturb) your brother when he	5 Uniess he (apologise) 1
	(sleep), Dave.	(talk) to him any longer.
	3 If they (get) a new contract they	6 The parrot (bite) you as long as
	(go) on strike.	you (touch) it.
3	First Complete the second sentence so that it has a brackets. You must use between 2 and 5 words.	a similar meaning to the first using the word in
	1 If you stop smoking you'll feel better (unless)	You you stop smoking.
	2 I can't do it until I get back home. (able)	do it when I get home
	3 He won't come unless you invite him (long)	He you invite him.
	4 Don't play with the knife or you'll get hurt. (if)	You play with the knife
	5 Pat may feel thirsty so bring some water. (case)	Bring some water thirsty.
	6 I'll tell you when you can come. (until)	Do you.
	7 Eat your hamburger before it gets cold. (if)	Your hamburger will get eat it.
	8 I can't call you until I top up. (after)	I I have topped up
4		
4	• First You will hear 5 people talking about ho speaker says. There are 3 extra letters you do not	
	A When I stop working I'll consider living abroad.	E I run a BandB on a Greek Island.
	B My parents will help me to pay for the flight.	F I'll be able to leave as soon as I save up
		·
	C I'll extend my holiday as long as the weather is fine.	enough to pay for the journey.
		G I won't go on holiday unless I find
	D When the weather is fine we'll move to an island.	something affordable.  H I'll visit my sister if she isn't on holiday.
_	·	Speaker 4 Speaker 5 Speaker 5 Speaker 5 Speaker 4 Speaker 5 Speake
5	Are these sentences right (✓) or wrong (✗)? Correct	
	<ol> <li>Unless you don't pay attention you won't understand</li> </ol>	anything.
	2 I'll take a day off unless my boss says it is ok.	
	3 You won't have any problems as long as you listen	to me.
	4 They won't leave if it'll be cloudy.	
	5 Call the police in case a thief will get in.	
	6 Don't open the door until the train stops completely	y.
	7 The device will be substituted on condition that you	u show
	the receipt.	
	8 The alarm will go off as soon as it'll detect smoke.	

## Second, third and mixed conditionals

_					
•	ECOND CONDITIONAL  If clauses type 2 are used when we imagine present or the future. These sentences des They use the verb structures below:				2
п	if + Past simple (if clause)		woul	ld / wouldn't + Base form (main clause)	
	If i had more time (but I don't have it)  If he didn't pracitive every day (but he practice)	ces)	~	no running more often. (imaginary result) he wouldn't be so good at playing	
	in If clauses type 2, the verb be should alw singular; however, was is commonly used If I were in your shoes, I'd report it to the When using modal verbs in the second co form (affirmative, negative or interrogative Study these examples:  If I could sing as well as you I'd take part if she didn't live so far away I might visit if I should choose a different place to live if I lost my job I should find another one (	as well police. ndition e form in a co her mo in, I'd	now. (OR IJ tal you c s) both i ontest (c re often.	f I was in your shoes) can use could, might and should + Base in the if clause and in the main clause. or: If I were able to sing) (or: I'd be able to visit) o San Francisco. (or, if I had to choose	
٠	HIRD CONDITIONAL If clauses type 3 refer to an imaginary ever a different past situations, but in fact we can		ge things	s as they went. Here's the verb structure:	72
ì	if + Past perfect (if clause)		wo	ould / wouldn't have + Past participle (main clause)	
j	<i>lf i had known you were here</i> (but i didn't kno	w)	l would	d have had lunch with you. (. but I didn't)	
	As already seen for If clauses type 2, we can Past participle) in if clauses type 3, but you can We could have visited the museum if it has If my battery hadn't gone flat I could have I should have gone to the police if I hadn'	an also dn't be called	use wou en close vou (or	dd have been able to or would have had to: ed r I would have been able to call you)	
D.1	IIXED CONDITIONALS				
•	In some cases we can think of an imagina past situation. In this case there is a mix of Mixed conditionals can only be made as I	of seco	nd and (	third conditional	
ſ	if + Past perfect (if clause)		(or	would / wouldn't (main clause) could / might / should) + Base form	
	If I hadn't left university (imaginary past) If she hadn't worked hard (but she did work ha		I'd ho	ave a better job now. (imaginary present) she wouldn't own her company.	
	Match the two parts of these sentences as (Third conditional). Look at the examp			ext to either ② (Second conditional) or	
	O	21	3	a I'd known you were here	
	1 If there were more power stations	<u>(2)</u>	<u>3</u>	b I could have fallen into the hole.	
	2 I would have made pizza if	<b>②</b>	<u>③</u>		
	3 What would you do	<b>②</b>	<u>③</u>	d I'd buy an electric car.	
	4 If you hadn't warned me	<u>(2)</u>	<u>③</u>	e if I had known the answer.	

if you were in my shoes?

I'd ask him to take me away.

If I met an alien

I wouldn't have asked you

2		emplete the second conditional sentences with the terrogative form) of the verbs from the box. Use co					_	
,		The state of the s		go				need
	1	Harry if   you: he's such a gossip.  What you for if you a genie lamp?  If I fitter I running with you.	4	If I	lo aslee	ads of col p through if her sor a	ffee in the state the first two states of the first tw	morning l o classes. o fast.
3	Co	implete the third conditional sentences with the c	110	ect te	nse (affir	mative, n	egative or	
	int	terrogative forms) of the verb in brackets. Use co	ntra	icted f	orms wh	en possib	le.	
	1	If you'd closed the window the bird	4	l	(	believe) it	if I hadn't	seen her
	_	(fly) away.		myse				
	2	I wouldn't have recognised him if you (tell) me.	5		w) our ni		is if she _	
	3	If I (have) a camera I would	6				an accidei	nt if you
	-	have taken a photo.	-	17101		rake) in te		ii ii you
4		Complete the second sentence so that it has a ackets. You must use between 2 and 5 words.  I can't read it because I forgot my glasses (not) I can't stay any longer: it's too late (not) I feel sick because I've eaten too much (so) You are tired because you go to bed too late (earlier) We got there late because we missed the bus. (in) He can't afford to buy a new PC. (more) Tom's unhappy because he was fired. (been) You'd better go home now. (were)	I of If W He If If	could r it you e e'd buy Tom	ead it 't feel sicl y a new f	would c if I you time if v C he'v	my gla stay longer wouldn't fo we had caug m d be happy te now.	sses. r much. eel tired. ht the bus. ioney.
5	•	Listen to 4 people talking and complete the ser				what they	say.	
	1 2 3 4	Tom would get rid of his phone if he Aysha would have a degree if she Sheila would go Paddy wouldn't be living in Italy	а	riding	b school w	ecause of ere she liv	es.	
6		ead the the following situations and write first, second chof them.	ond	or thi	rd condit	ional sent	ences to su	ա սք
	1	Last night I got back home late. When I looked for Fortunately one of the windows was open so I mail fone of the windows.		-			l left it on i	my desk.
	2		i, b	ut the	weather	forecast sa	ays there co	ould be a
	3	Last night I didn't sleep well because the neighbo awfully sleepy now. I wouldn't	urs	dog v	vent on b	arking for	hours so l	m feeling
	4	I really love cycling, but unfortunately I have very	litt	le time	so I can	't go ever	y day.	

## I wish...; if only...

USING WISH TO	EMPRES ELICITY					
I wish + Subject + Past simple (I d	did) / Past continuous ( I was doing)					
This form is used when you would like the pres I wish you were here now (I regret the fact that I wish I could speak Portuguese (but you can't I wish it didn't rain every day You can also use Past continuous if your regret I wish it weren't raining I could go for a walk	sent situation to be different.  t the other person is NOT here)  t and you regret that)  refers to an action in progress:					
I wish + Subject + Pa	ast perfect (I had done)					
This pattern expresses deep regret about someth change the way things actually went, but you call wish my sister hadn't told me that awful story						
l wish + Subject + would	d + Base form (I would do)					
would like it to change from now on.	You use this pattern when you want to express irritation about somebody's behaviour and you					
OTHER MEAN	NINGS OF WISH					
	pened in his shop. (= I want to inform you) that occasions. In this case it is followed by a noun:					
If only + Past simple (I did	d) / Past perfect (I had done)					
either Past simple or Past perfect and, more ran If only I had more time, I'd see my brother. (I w If only I hadn't lost my passport, I could be leave	vish I had more time NOW, I regret not having any) ing now (I wish I hadn't lost my passport, but I did) you say. (= but you DO tell lies so I don't trust you)					
Match the sentences (1-6) to the ones on the rig	ght (a-f), which express the same feelings about t					
1   I wish she wouldn't talk so much.	a Too bad we lost the game!					
2   I wish I'd won the match.	b I'm fed up with this rain.					
3 🔲 I wish I weren't here.	c I'm not satisfied with the product.					
4 🔲 I wish it were sunny.	d I'd love to stay longer.					
5	e I'd like her to stop talking.  f I wish I hadn't come					
Read the situations and complete the sentences	with the missing parts using wish.					

O Tom left his smartphone at home and now he needs to call his wife. He wist es he hadr to efect at

2 Emma and her sister would like to go to a party but they have a lot of homework to do

umbrella.

It's raining but Anna doesn't have an umbrella. She

They \_\_\_\_\_\_ the party.

2

3 My brother keeps borrowing my pullovers witho before borrowing my pullovers.	at marring. I						
4 Elizabeth is scared because her husband is driving too fast. She							
5 You've booked a table at the restaurant but you	have a tempera	ature You					
a table at the restaurant.							
6 You're taking an important exam and you know	very few answ	ers. You					
more answers							
Read the following letter of dismissal and complet Look at the example.	e the sentence	s that express Greg's regrets.					
Dear Mr Mason.							
As you know, effective teamwork is essential for success in	the software indi	istry. Although we have no doubts					
concerning your skills as a programmer, we have received c							
part of a seam. In addition to that you fail to meet deadline							
Though we had several discussions with you and your reason							
Though we had several discussions with you and your team no improvement in your attitude or actions. As a conseque							
employment. You are quite talented and may find some of							
We wish you all the best.	·						
Yours sincerely,		Ralph Johnson fuman Resources Manager					
	ŀ	luman Resources Manager					
0   / be late / often	If only I ha	dn't been late so often!					
1   / try / collaborate with / teammates	<u>n</u> omy i na	on a seem wife so often					
2 1 / complete / my tasks / in time							
3 1 / change / my attitude after the warnings							
4 1 / not argue / with my teammates / often							
5 1 / take / so many days off							
6 I / can speak with the HR manager / now							
First Complete the second sentence so that it has a brackets. You must use between 2 and 5 words.	a similar mean	ung to the first using the word i					
1 He regrets not having a university degree. (graduate	od) Ho	from university					
I is she ever going to stop talking? (would)	lf	talking!					
3 It's a pity I don't speak a word of Greek. (wish)	,	Greek					
	) I wish	me to work overtime.					
, ,							
		this, you would understand					
	They wish	buy a house.					
, , , , , , , , , , , , , , , , , , , ,	"	not be late for school all the time					
8 Will you ever get to school on time? (would)		not be tate for school all the tim					
♦ ▶ First You will hear 5 people talking about the	eir regrets. Cho	oose from the list (A-H) what eac					
speaker says. There are 3 extra letters you do not	need to use.						
A I wish I had asked her phone number.	F If only I	had chosen to pursue my					
B I wish I hadn't spent all the time working	_	ns as an artist					
		ould spend more time on my hobi					
back then.							
C If only I had kept playing the violin.	H   I wish Lo	could go back to being a stay-at-					
	H I wish I d						
C If only I had kept playing the violin.							

## The passive (1)

TENSE	ACTIVE	PASSIVE
Present simple	Everybody calls her Amy.	She is called Amy (by everybody)
Present continuous	They are building a new school.	A new school is being built.
Present perfect	Have they sent the price list yet?	Has the price list been sent yet?
Past simple	Who made the cake?	Who was the cake made by?
Past continuous	They were cleaning it.	It was being cleaned.
Past perfect	We had finished all the water.	All the water had been finished.
Future simple	Dr Young will examine you.	You will be examined by Dr Young.
Be going to	They're going to fire him.	He is going to be fired.
Modal verbs	Nobody can see it. They may/might invite us. People must pay taxes. Everybody should help the poor. We could do that in a shorter time. They would kill him if he did it.	It can't be seen (by anybody). We may/might be invited. Taxes must be paid The poor should be helped That could be done in a shorter time. He would be killed if he did it.
Verb + -ing	She likes it when they praise her.	She likes being (to be) praised
Infinitive	I'd like them to give me more money.	I'd like to be given more money.
-ing form	I remember when they hit me.	i remember being hit.

#### **PASSIVE - INTERROGATIVE FORM**

Passive questions typically use the verb be as the auxiliary for inversion. Compare the active and
passive form of questions in the following examples.

Does anybody speak English in this hotel?
Where did they find the lost child?
How long will we keep this secret?

Is English spoken in this hotel?
Where was the lost child found?
How long will this secret be kept?

#### USAGE AND EXAMPLES

- The passive form is used when you want to emphasise the object of the action rather than the subject, or when the agent is not very important in the sentence.
- It is typically made up of the verb be (which changes tense) with a past participle.
   The Direct Object of the active sentence becomes the subject of the passive sentence.
- When you specify an agent, it is introduced by the preposition by. Generic agents like everybody,
  they, people, etc or agents that are logical subjects of the action aren't usually mentioned in a
  passive sentence. Study the examples:

Passive subject	be	Past participle	(agent)	
English	is	spoken		in this hotel
The rooms	are being	cleaned		
The gallery	will be	opened	by the Queen	
JFK	was	killed	by Leo Harvey Oswald	in 1963
The paintings	mustn't be	touched	(by anybody)	

1	Put a tick next to the sentences containing passive proverbs and underline each of them.	forms in the following popular English
	O ✓ A man is known by the company he keeps	<ul> <li>4  Marriages are made in heaven.</li> <li>5  Fingers were made before forks.</li> </ul>
	1 Rome wasn't built in a day.	6 The fish will soon be caught that
		•
		nibbles at every bait.
	3 What may be done at any time will be	7 A fool and his money are soon parted.
	done at no time.	8 Don't cross the bridge till you come to it.
2	Underline the correct verb form in each sentence.	
	<ol> <li>The Mona Lisa stole / was stolen in 1911.</li> </ol>	6 Mr Ericson doesn't want to disturb / be
	2 A lot of champagne produces / is produced	disturbed.
	in France every year.	7 My car is being repaired / is repaired at the
	3 Your email hasn't sent / hasn't been sent yet.	moment.
	4 The sun is already risen / has already risen.	8 Dinner won't be served / serve after 9 pm.
	5 Our bus is arnved / has arnved. Let's get on.	
3	Turn the following active questions into passive on	es.
	1 Who had stolen the jewels?	5 Are they going to fire him?
	2 Have they sent all the documents?	6 Who can solve this equation?
	3 Who will give the speech at Mark and	7 Who opens the gate in the morning?
	Laura's wedding?	8 What is frightening you?
	4 What caused the accident?	o what is mantening you.
4	Underline the Direct Object in the following active : Write the agent only when it is necessary.	sentences, then turn them into passive ones.
	Henry VIII established the Church of England in 1534.	4 You should always wash fruit before you eat it.
	The church of England was established by	5 Somebody is cleaning our rooms now.
	Henry VIII in 1534,	6 Hundreds of people have seen the UFO.
	1 Nobody has seen Mr Crosby in that restaurant.	7 The policeman fined the motorist for
	2 Dr Throllope will probably examine you	drunken driving.
	tomorrow.	8 Nobody should leave children under 12 at
	3 Detective Came is questioning one of the robbers.	home alone.
5	Listen to the facts and complete the sentence from the box.	s using the correct passive forms of the verbs
	assassinate hit hold	invent view use
	According to some scholars, Richard III probably	killed his two nephews
	According to some scholars, Richard is nephew	
		1865.
		in Rio.
		III KIO.
	3 The time machine still	
	4 What would happen if our planet	asteroid?
	5 Apparently the band's website	at the moment.
	6 You mustn't use oil that	CONTINUOUSLY for a While to make crishy French tries

## The passive (2)

#### 'WHO / WHAT... BY?' QUESTIONS

 In passive questions starting with who / what the focus is on the agent of the action. This type of question is typically **completed by the preposition by**, which often closes the sentence.

#### **ACTIVE QUESTIONS**

Who makes these beautiful handbags? Who painted 'The Last Supper'! Who will write the speech for the bridegroom? What hit the roof during the storm?

#### PASSIVE QUESTIONS

Who are these beautiful handbags made by? Who was 'the Last Supper' painted by ' Who will the speech for the bridegroom be written by 9 What was the roof hit by during the storm?

#### PASSIVE FORM WITH INDIRECT OBJECT

 In English we can also use the Indirect Object of an active sentence as the subject of a passive. one Look at the structure of two active sentences with a Direct Object and an Indirect Object:

Subject	Verh	Indirect Object (IO)	Direct Object (DO)	Rest of the sentence
They	gave	us	a faster car	
We	will send	Mr Bates	a new password	\$00A

- When there are both DO and IO, the passive sentence can be made in two ways.
- As a rule, it is preferable to use the Indirect Object as the subject of a passive sentence.
- When you use DO as the subject of the passive sentence, you must remember to put TO + Indirect Object.

We were given a faster car.

OR A faster car was given to us.

Mr Bates will be sent a new password soon. OR A new password will be sent to Mr Bates soon.

#### PASSIVE FORM WITH VERB + PREPOSITION

· In the passive sentence, with verbs followed by a preposition, the preposition is kept close to the verb, as in the examples below:

Has anybody paid for these drinks? I don't like it when people laugh at me Have these drinks been paid for? I don't like being laughed at.

#### VERBS OFTEN USED IN THE PASSIVE FORM + TO infinitive

 be allowed to Were you allowed to go to bed after 10pm as a child? be supposed to Aren't teachers supposed to be in class by 8 AM? be expected to I'm not expected to tolerate this every day. be told / asked to I was told not to leave the room for any reasons

1	W	rite the two possible passive sentences. Omit th	ne agen	t if it is	not nece	essary.		
	0	We gave them a large pot of flowers  - They were given a large pot of flowers.	4	Some	body sho	uld tell he	r the trut	h
		- A large pot of flowers was given to them						
	1	Somebody has sent Jane a postcard from Miami.	5		of homes	echer is al work	ways givi	ng us
	2	The Swedish Academy awarded T.S. Eliot	6	The h	eadmaste	er asked th	nem a lot	of
		the Nobel Prize in 1948.		quest	ions.			
	3	Tom taught French to our son.						
2	Fi	Complete the second sentence so that it ha	ıs a sim	ilar m	eaning to	the first 1	using the	word in
	bra	ackets. You must use between 2 and 5 words.						
	1	I'm sure someone will take care of the problem	m. (be)	ľm	sure the p	roblem		
	2	They expected her to apologise. (was)		She			apolo	gise.
	3	He hates it when someone listens to him plays piano. (listened)	ing the	He	hates			
	4	They will never let you in. (allowed)		Уон	will neve	r		get in
	-	Where was the woman last seen? (they)					the	
							7	woman
	6	Who wrote these poems? (written)					*	
	7 8	We'll give her the present after dinner (given) Nobody was asked to leave. (ask)			will y			ter dinner. ave.
	_	Trobbey tras astica to tester justif		1110	<i>,</i>			4461
3		Listen to the recording about porcelain and the verbs in the box below.	compl	ete the	text with	h the corr	ect passi	ve voice
	b	ring control discover establish expo	ort fo	llow	found	invent	know	set
	7th c wor to E	celain (1) by the Chinese in around century AD. Then it (2) to the Islamidd. By the 14th century porcelain was (3) aurope by the Ming Dynasty, which (4)	c	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				
	(5)	its blue-and-white wares. Much of the porcelain t by the Ming Dynasty, thanks to whice pread all over Asia, Africa and Europe through the	ch					
	,	Road Later, Portuguese merchants began direct		ver the	sea route	with the	Ming Dyn	asty
		he 16th century and they (6) by Duto					- /	
		tury that the Chinese process of making porcelair					-	e
		owing decades many European potteries started t						
		wn potteries (9) during this period,						
							. 1033, 11	9,51
	Coh	enhagen in 1772, and Spade, which (10)		1125	n England	-		

#### HAVE / GET something done

 You use have something done when you ask somebody else to carry out an action. You don't do it by yourself:

I had my hair dved last week. (I didn't dye it myself. Somebody else did that for me)

 The verb that must change tense is have, whereas the verb expressing the action is always in the Past Participle. Here are a few examples with some of the main tenses:

Tense	Have	Object	Past participle
Present continuous	We're having	the house	redecorated this week.
Present perfect	I've just had	my hair	cut. Do you like it?
Past simple	Why did you have	the fence	painted red?
Future simple	Will the City Council have	the road	resurfaced next week?

 Have something done can also be used when you are the victim of an action that is against your will or damages you:

I had my wallet stolen when I was at the gym.

He had his nose broken during a fight outside a club.

You can also use get instead of have in more informal situations.
 When did you get your nose pierced?

#### HAVE / MAKE / LET someone do something

When asking someone to do something you can use

make when the person is obliged to do something or he/she can't help doing it.
 The police made me sign a few documents. (I was obliged to do it)
 This song makes me feel sad. (I can't help feeling this way)

• let when the person is allowed to do something

Does your father let you use his car on Saturday nights? (are you allowed to use it?)

- have when you simply ask him/her to do something with no obligation or permission implied.

  I usually have my secretary fix my appointments for the week. (I ask her to do this for me)
- Make and Let can also be found in passive sentences. In this case their structure changes to:

be made to + Base form

The thieves were made to confess everything

The children were let to run in the fields every afternoon.

1	Complete the sentences with the correct tense of the verb in brackets using have + object + Pas
	participle.

U	we nove our i	bearooms /	eaecorarea (n	edecorate) (	very two years.	
1	Kate Middleto	n	her wed	lding dress	(design) by Sarah Burton	
2		you ever		anything	(steal) from your house?	
3	I think we		two pizzas _		(deliver) at home tonight.	
4	1	_ my hair		(perm) ton	norraw.	
5	I can't see we	ll: I must _		my eyes	(test).	
6	We're going to	)	another	garage	(build) next to this for our son's car	ŗ,

2	Put a tick (/) in the box next to the correct alternative	n each of these sente	ences.
	1 Since I have very little time, once a week  A I have my flat cleaned.  B I clean my flat.	During the hailstore  A damaged the	eir cars.
	<ul> <li>Every time I have a shower I</li> <li>A have my hair washed.</li> <li>B wash my hair.</li> </ul>	A confiscated of	our passports.
	There's a repairman in the living room because  A we're installing a new Internet connection.  B we're having a new Internet connection installed.	For my daughter's  A I'm doing my B I'm having m	y hair.
3	First Choose A, B, C or D to complete the sentences.		
	<ol> <li>I this T-shirt printed at the copy shop</li> <li>She'll the letter translated by a Chinese man.</li> <li>Lisa a lady clean the windows once a month.</li> <li>This joke me laugh every time I hear it.</li> <li>You can the neighbour fix the vacuum cleaner.</li> </ol>	A made B got A have B make A gets B lets A lets B has A make B get	C let D have C got D let C has D makes C makes D gets C let D have
	<ul> <li>That boy's never been tidy his room. He's so spoilt.</li> <li>I my watch repaired yesterday. Now it's working.</li> <li>You must your teacher explain this rule again.</li> </ul>	A let B let to A had B had to A get B have	C made to D made C let D got to C make D let
4	Complete the second sentence so that it has a six	nilar meaning to the	first using the word in
	1 They told me to put up my hands. (made) 2 I wasn't allowed to go out at night. (let) 3 Your tyres should be changed every 2 years. (changed) 4 She'll feel guilty if they cry. (her) 5 Someone stole my bike last night. (got) 6 His car was washed last week (washed) 7 They all had to give back their cards. (made) 8 I'm sure they'll let you come here. (allowed)	They They You should Seeing them cry I He They were I'm sure	up my hands. out at night. every 2 years. guilty. last night. last week. back their cards come here.
5	Janet has organised an international gourmet dinni world: listen to the conversation between her and Ada mention next to the people who made them.		
Ct	urry rice ginger and clam soup mushroom egg rolls	sweet sour pork	Thai shrimp tiramisu
	Ada: Janet: Rupert: Kimiko: Janet's mother: Xiao-Jia:		

# Verb patterns

VERBS + TO	VERBS + -ING	FORM	VERBS + E	BASE FORM
<ul> <li>Most verbs followed by another verb take TO + infinitive.</li> <li>Examples:</li> <li>He offered to help the lady.</li> <li>I'd prefer not to go out tonight.</li> </ul>	<ul> <li>Other verbs are for the -ING form. Exa He enjoys watching I can't stand getting I look forward to from you.</li> </ul>	imples: g sci-fi films. ng up early.	Examples: You'd better	*
Verbs followed by TO				
agree plan can't afford pretend can't wait promise decide refuse expect threaten hope want learn would like manage would love offer would prefer	avoid praconsider reconsider reconsidering r	ommend ent ist ist isest erate i't help i't stand used to used to k forward to  (except takes les: king many	would rather (*d thad better (*d thad better (*d that is a second could shall / should must may / might will / would	
VERBS + TO / -ING (with little or no difference)	IDIOMS + -ING	FORM	VERBS + C	BJECT + TO
Some verbs may be followed by either TO or ING with very little differente in meaning. Compare the examples: I like to do the washing up right ofter having meals. (I prefer doing something in a certain way) I like going shopping at weekends. (I enjoy it)	<ul> <li>Some useful expre followed by -ING i Example: This film is worth twice</li> </ul>	orm.	Observe the of Mum wants to bed.  He told me n	me to make my
List of verbs + TO and -ING	List of idioms + -INC		List of verbs +	object + TO
start like / love / hate prefer continue	be worth there's no point have difficulty it's no use		advise allow ask beg convince	encourage expect forbid force

#### VERBS + TO / -ING (difference in meaning)

Other verbs change their meanings when followed by TO or ING Compare the examples:
 He worked all afternoon, but he stopped to have dinner.
 He stopped working at 7pm.

Verbs	+ TO	+-ING
need	I need to go to the dentist. (I have to go)	My sweater needs washing (it needs to be washed)
try	I tried to get in but the door was locked. (Lattempted to do something)	Try using a different key! (experiment with one or more methods)
stop	We stopped to rest. (we changed activity)	It stopped raining. (indicating an interruption)
go on	He worked as an actor then went on to direct films. (he started another phase)	I told him to stop but he went on talking. (he continued the action he was doing)
remember	Remember to send me the file. (don't forget that you have to do something)	I clearly remember closing the window. (I remember a past action)
forget	I forgot to turn off the light. (I didn't do it because I didn't remember to do it)	She forgot meeting me before. (he met me but he forgot that he did).
regret	I regret to inform you that your application has not been accepted. (formal expression for 'I'm sorry')	I regret not going to university. (I'm sorry something didn't happen in the past)

- 1 Underline the correct verb form in the following sentences.
  - 1 I'd like to be / being able to fly.
  - 2 Do you mind to close / closing the window?
  - 3 My son keeps to lose / losing his glasses.
  - 4 Imagine to be / being an alien on earth
  - 5 I can't help to cry / crying whenever I see this film
- 6 Tom wants to be / being a vet.
- 7 The guide suggested to visit / visiting the museum on working days.
- 8 When did you learn to ski / skiing?
- 9 We usually avoid to go / going on holiday in August.
- 10 I can't wait to see / seeing you.
- Write the verb in brackets in the correct form choosing between Infinitive (to), Gerund (-ing) or base form.
  - 1 They arranged \_\_\_ (leave) early.
  - 2 You must (tell) the truth.
  - 3 Don't pretend \_\_\_\_ (be) good at something if you aren't.
  - 4 I can't afford \_\_\_\_ (waste) my time.
  - 5 Rob can't stand \_\_\_ (queue) up.

- 6 The robber threatened \_\_\_\_ (kill) all the customers.
- 7 We recommend \_\_\_ (book) the seats 15 days before the show.
- 8 Rebecca shouldn't \_\_\_\_ (stay) up late.
- 3 Complete the following sentences with the negative form of the verbs in brackets.
  - 1 My sister resented (not / get) the same mark as me.
  - 2 There may \_\_\_\_ (not / be) enough time.
  - 3 You'd better (not / move): there's a bee on your arm.
- Sally asked us (not / tell) anyone about her secret.
- 5 The boy admitted \_\_\_ (not / do) the homework.
- 6 We expected him \_\_\_ (not / arrive) on time.

4		Complete the second sentence so that it has a similar condition of the con	lar meaning to the first using the word in
	1	John suggested that we go there by train. (advised)	John there by train,
	2	We couldn't pass the test the first time (manage)	We pass the test the first time.
	3	Shall I give you a hand with the shopping bags? (want)	Do you carry the shopping bags?
	4	She didn't remember she'd ordered the pizzas. (ordering)	She the pizzas.
	5	Ted is sorry he didn't invite us. (regrets)	Ted us.
	6	It's not a problem for her to walk to work. (mind)	She to work.
	7	It's useless to do it again. (point)	There again.
	8	I can't wait to leave for Canada. (forward)	I'm for Canada
	9	It's unusual for me to drive on the left. (used)	I'm on the left
	10	My parents didn't let me go out at night (allow)	My parents didn't out at night,
5	•	Listen to the four short conversations and choose A	A or B to complete the statements.
	1	The woman 3	Dave's father
		A would rather watch a film at home	A remembers to brush his teeth.
		B  doesn't mind going to the cinema	B reminds him to brush his teeth
	2	Both girls 4	Kev Robertson
		A really enjoyed watching the film	A kept working as a successful cameraman
		B agree that the film is worth watching	for a film that was awarded in Berlin
			B  became a director of photography
			after working as a cameraman.
6	Ri	Complete the sentences choosing A, B, C or D.	
		Excuse me, Sir, Would you not smoking in here?	
		A like B rather C mind	
	2	You better not click on that link it may contain r	
	_	A would B had C will	
	3	My son can't listening to classical music: she only	
		A wait B afford C help	
	4	I don't doing my homework now: can I do it late	
		A feel like B prefer not C want	
	5	I'd like less selfish. He never thinks about other p	people.
		A him being B that he was C him to be	D he be
	6	The lawyer recording all the phone calls I got.	
		A advised B suggested C encouraged	D invited
	7	Miss Lewis was accused of being a thief but she :	stealing the jewels.
		A refused B resisted C resented	D denied
	8	I usually like Italian cuisine but I'd to have some	Indian food this evening.
		A enjoy B prefer C rather	
	9	It working so hard if you can't spend the money	•
		A isn't worth B isn't use C isn't point	D shouldn't
	10		
		A Would you like B Do you like	
	11	I was paralysed with fear but I the police immed	
		*	C remember to call D remind calling
	12	When I broke my right arm it took some time for me t  A go on B be used to C stop	
		es rea ou proposed to the Stopp	Market and to

7 Complete the following sentences with the correct form of the verbs from the box.

a traction
d I'd like
e whole
one call
you need
nc.
1

- 8 Who says what? Write the correct sentences in the speech bubbles.
  - A "I can't wait to leave."
  - 'I look forward to meeting him.'
  - C 'I feel like playing football.'

- D 'I can't afford to buy a car.'
- E 'I can't stand working late.'
- F 'I can't help sneezing.'













## Reported speech (1)

- When we report somebody's words we often do that at a later moment, using indirect speech and changing tenses, personal pronouns and possessives
  - 'I'm your teacher', said Laura (to me) (Direct speech) \* Laura said she was my teacher. (Indirect speech)
- The main reporting verbs are:
  - Say, when the interlocutor is not mentioned He said he liked chocolate
  - Tell. with orders or when you mention the interlocutor She told Tom to stop laughing
  - Ask, when reporting questions or requests I asked him to repeat his name.
- · Here are some examples showing the main tense changes from direct to indirect speech

Direct speech	Indirect speech	
Present simple + I like jozz music.	Past simple + He said he liked jazz music.	
Present continuous + It's raining.	Past continuous → He said it was raining.	
Present perfect • I haven't seen her yet.	Past perfect + He said he hadn't seen her yet.	
Past simple + Anne gave me this watch.	Past perfect • He said Anne had given him the watch.	
Past continuous • / wasn't sleeping.	Past perfect continuous + He said he hadn't been sleeping.	
Will + My friends will probably be late	Would • He said his friends would probably be late.	
Can -+ I can't come to your party.	Could → He said he couldn't come to my party.	
May + There may be no snow on the slopes.	Might → He said there might be no snow on the slopes.	
Shall * Where shall I put this bowl?	Should > He asked where he should put the bowl.	
Imperative → Put your hands up, Bill! → Don't kill me, please!	Infinitive → He told Bill to put his hands up. → He asked me not to kill him.	

- Direct sentences with Past perfect, If clauses type 2 and 3, and modal verbs must, should, could, would usually keep the same tenses in both direct and indirect speech,
  - shall usually turns into should, but must can also turn into had to.
  - I must go to the dentist  $\rightarrow$  He said he must (had to) go to the dentist.
  - You shouldn't stay up so late. > He said I shouldn't stay up so late.
- Sometimes we don't need to change the present tense into past tense if the information in direct speech is still true or the reported sentence refers to a very recent past Mum said that the tomatoes are in the fridge. (they are still in the fridge now)
  - I saw Emma this morning: she told me she's leaving tomorrow (tomorrow is still in the future)
  - In reported sentences words referring to TIME and SPACE typically change as follows:

this * that	now → right away / at that moment /	tomorrow + the day after
	then	
here + there	today + that day	next month * the following month
come + go	this morning + that morning	yesterday * the day before / the
		previous day
ago + before	tonight + that night	last week + the week before I the
		previous week

When reporting questions you must remember not only to change the tense and time/space words, but also to shift the interrogative form to the affirmative form in indirect speech:

	Direct questions		Indirect questions	
	Where does your friend live, Karen?  He asked Karen where her friend lived.  He asked if it had rained the night before.  He asked if I had been to the shops.			
	<ul> <li>You can also use the verbs think or wonder (for questions), when you report your thoughts.  I wonder where I've seen that girl. / I wondered where I had put my glasses.</li> <li>Indirect speech is also used after phrases like 'Do you know (if)?', 'Could you tell me?':  Do you know where the station is?  Could you tell me what your name is, Sir?</li> </ul>			
1	Underline the correct alternative in these sentences.			
	<ol> <li>He said / told Mary wanted to redecorate the two bedrooms.</li> </ol>	5	Did you tell / say him that we would be late?	
	<ul> <li>2 Mrs Robinson told / wondered where she'd seen that woman.</li> <li>3 The lady told / asked us if we wanted some tea.</li> </ul>	6 7	He said / told his father was very ill  We said / told them to keep the door closed	
	4   said / thought he was rude but   didn't tell him.	8	t thought / wondered if it was too late to call Jane	
2 R	ewrite these sentences using indirect speech. In two cases you do not need to change the tense.			
	9,,		Jack	
	2 'Lucy, pass the salt, please', said Anne.		Anne .	
	3 'Dante wrote the Divine Comedy', said the teacher.		The teacher	
	4 'Have you received my parcel, Emma?', said Mr Bates. 5 She said to me: 'Can you come here this afternoon?'		She	
	6 'It wasn't snowing at 10 last night', said the lady.		The lady	
	7 'Aunt Ellie may not be at home now', said Cathy.		Cathy	
	8 'Shall I ask Tracy to come here?', thought Peter.		Peter	
	9 'I didn't go out last night', said the boy.		The boy	
	10 'All art is quite useless', said Oscar Wilde.		Oscar Wilde .	
3	Listen to each of the 6 sentences put a tick	(J) nei	rt to D (direct speech) or I (indirect speech	
_	1 D  I	A	D  I	
	2 D	5	D i	
			20 10	

4 First Read the following extract from Wuthering Heights by Emily Brontë in which Catherine speaks to her servant Nelly. Then fill in the gaps of the summary with A, B, C or D.

I cannot express it, but surely you and everybody have a notion that there is or should be an existence of yours beyond you. What were the use of my creation, if I were entirely contained here? My great miseries in this world have been Heathcliff's miseries, and I watched and felt each from the beginning: my great thought in living is himself. If all else perished, and he remained, I should still continue to be, and if all else remained, and he were annihilated, the universe would turn to a mighty stranger; I should not seem a part of it. My love for Linton is like the foliage in the woods, time will change it, I'm well aware, as winter changes the trees. My love for Heathcliff resembles the eternal rocks beneath: a source of I title visible delight, but necessary. Nelly, I am Heathcliff! He's always, always in my mind not as a pleasure, any more than I am always a pleasure to myself, but as my own being.

Cati	hy	told Nelly that s	she	(1) express	it t	out surely (2)	_ a	nd everybody (3) a notion that	
the	there (4) be an extistence of yours beyond you.								
She	al	so said that (5)		great miseries	III.	(6) world (7	) _	Heathcliff's miseries, and she	
(8)		and felt eac	h fi	rom the beginnin	g.				
The	n :	she added that	hei	love for Linton (	(9)	like the folia	age	in the woods: time (10) change i	
as v	WIT	ter (11) th	e t	rees, but her love	e fo	r Heathcliff (12)		like the eternal rocks beneath.	
Fina	ally	, she told Nelly	th	at Heathcliff (13)		always in (14	)	mınd.	
						may not			
2	Ä	уоц	8	Cathy	C	Nelly	D	they	
3	A	had	В	have	C	had had	D	would have	
4	A	shall	8	must	C	should	D	must have	
5	A	his	8	my	C	Cathy's	Đ	her	
6	A	this	8	those	C	that	D	these	
7	A	were	8	had been	C	have been	D	would be	
8	A	was watching	B	watched	C	had watched	D	has watched	
9	A	were	В	is	C	had been	D	was	
10	A	would	B	shall	C	may	D	will	
11	A	change	В	changed	C	had changed	Đ	was changing	
12	A	resembled	8	had been	C	resembles	D	was	
13	A	was	8	had been	C	were	Đ	is	
14	A	your	8	my	C	her	D	his	

Match the reported sentences to the pictures and write the direct sentences in the correct speech bubbles.

- A She thought she'd go to the gym the day after.
- B He said his team had won the match the day before.
- C She wondered where she had put the glasses
- D He told his mother not to worry.









# Reported speech (2) 28

 There are a number of other verbs that can be used to report sentences, whose aim is to clarify the purpose of the statement (claim, argue, state, observe, point out, mention, explain, demand, etc) or to give us more information on the mood or tone of the speaker (whisper, shout, yell, cry, mutter, etc). Observe the example.

'Sorry I'm late. I got stuck in the traffic.' said Tom. direct speech:

indirect speech. Tom apologised and explained that he had been late because of the traffic

	Verbs + person + to
advise sb to do sth	You should read this book, Anne - She advised Anne to read that/the book.
beg sb to do sth	Please, Mum, take me there - He begged his mother to take him there.
forbid sb to do sth	You mustn't see that girl again! + She forbade him to see that girl again
invite sb to	Why don't you come over for dinner? → He invited his friend over for dinner.
remind sb to do / that	Remember to buy the eggs He reminded me to buy the eggs.
warn sb to / that	Don't touch the blades. • She warned us not to touch the blades.
	Verbs + to / that
agree to do sth / that	Ok, I'll lend you my car, Bill - Rob agreed to lend Bill her car.
offer to do sth	Shall I carry that for you, Gran? * She offered to carry it for her grandmother
promise to do sth / that	I will call you soon > I promised to call her soon
refuse to do sth	I won't help you again! • He refused to help me again.
threaten to do sth	I'll tell Mum if you hit me. * She threatened to tell Mum if he hit her
	Verbs + -ing form / that
confess to / that	Ok, I cheated during the test + He confessed to cheating during the test
complain about / that	Things are so expensive. * She complained that things were too expensive
deny / that	No! I didn't steal your money! → He denied stealing (having stalen) my money
admit (to) / that	Well, I'm a bit lazy> She admitted being a bit lazy / (that) she was a bit lazy.
recommend	Visit this museum! • He recommended visiting that museum
suggest + -ing form	Let's go for a walk, shall we? - She suggested going for a walk.
suggest that	You should read this book, Anne. + He suggested Anne (should) read that book
	Verbs + object + preposition (+ -ing)
apologise (to sb) for	Sorry I hurt you, Charles. • She apologised to Charles for hurting him.
accuse sb of	You are lying to me. + She accused me of lying to her.
blame sb for	It's your fault: you made me do it. + She blamed me for making her do it.
congratulate sb on	Congratulations: you passed the test. • He congratulated me on passing the test
discourage sb from	I wouldn't talk to him if I were you. * She discouraged me from talking to him
insist on	I want to see the manager now -> He insisted on seeing the manager

1	Underline the best alternative.								
	1 Karen argued / mentioned she'd come but I do	n't remember when.							
	2 The old lady cried / observed the pain was terr								
	·	explained them / to them why I hadn't paid for the drinks.							
4 Grandma whispered / shouted 'Good night' before switching off the lights.									
5 The angry customer yelled / muttered he'd been waiting for 20 minutes but I could hear hi									
	6 The teacher claimed / pointed out that I was la	-							
2	Match the direct statements on the left to the fun	ctions / purposes on	the right.						
	1 What a beautiful view you have, Nancy!	a reminding							
	2 I'm fed up with the rain.	b denying							
	3 🔲 I'll lay the table, shall l?	c congratulating							
	4 Don't forget to send the pics, Mum.	d suggesting							
	5 Why don't we watch a film?	e offering to help	р						
	6 But I didn't break your window, Sir.	f complaining							
3	Niconature the continuous of Francisco Sticks in discus								
3		-							
	1 Sarah								
	2 Charlene	5 Chris							
	3 Caleb	a The boy							
4	First Complete the second sentence so that it has	a similar meaning t	o the first using the word in						
	brackets, You must use between 2 and 5 words,								
	1 Ann said she was sorry after she'd broken the vase.	(headena) Ann	11 mm						
	The state of the s		vase. the next train.						
	2 They advised me to take the next train. (I)	They leal.' (of) The teach							
	3 The teacher said: You cheated during the exam, I		WY						
	4 Randy said she wouldn't help me again. (refuse	_							
	5 He forbade us to use our calculators. (we)	He said							
	6 Mrs Denver said we'd missed the train because of		***						
	7 They said they wouldn't be late this time. (pror		that time.						
	8 Let's book the flight tomorrow ', said Harry. (for	llowing) Harry sug	gestedday						
5	Listen to the 6 reported sentences and put a	tick (/) next to the	direct sentence they refer to.						
	1 A _ I shouldn't have bought it in the first place		me buy it but I didn't want to.						
	2 A   I'm sorry for what happened at the party	44-111	ened at the party is your fault						
	3 A You'd better put them in the hand luggag		n't put them in the hand luggage.						
	4 A You must see the Confucian Temple.		u to the Confucian Temple.						
	5 A Ok, I'll see you tomorrow at Danny's.		to meet Danny at his place.						
	6 A   I'll never do that again.	B  I didn't do							
		• 🗀	-						
6	Listen to the dialogue between Ann and Emi	na and put the follo	wing statements in the						
	correct order. Write 1- 6 next to each statement s	imming up the conv	rersation.						
	Emma reminds Ann that they were supposed to	help Jackie with the	pizza and barbeque.						
	Ann suggests having a coffee while waiting for	•	•						
	Ann apologises to Emma for being late.	•							
	Emma blames Ann for causing them to miss th	e train.							
	Ann explains that there's no problem because		em to Jackie's place						
	Emma complains that Ann is always finding ex								

# Relative clauses

- Relative clauses give you more information on what is stated in the main clause
- They are typically introduced by these relative pronouns who, whom, which, whose, where, when, why, what.

The writer who won the Nobel Prize for Literature in 1948 was TS Eliot

The first place we visited was the house in the centre of Stratford, where Shakespeare was born.

## Defining relative clauses

 Defining relative clauses provide details that are necessary to complete the information given in the main clause:

I'm going to read the book which was reviewed in vesterday's newspaper

 Who is used for persons and which is used for things, but that can substitute both of these relative pronouns, especially in informal contexts;

I don't like the dress which I that Laura's wearing today.

Is he the man who I that rescued the three children?

When the relative pronoun is not the subject of the relative clause you can omit it. Compare
these sentences with different functions of the relative pronoun.

I like the actor that plays the villain in 'Batman Begins' (that cannot be omitted because it is the subject of the relative clause)

Have you seen the flowers (that) John gave me for my birthday? (that can be omitted because the subject of the relative clause is another one, John)

The relative pronoun whose indicates possession, a family relationship or a part of a whole.
 It cannot be omitted:

Is that the woman whose son appeared on TV last week? (the woman's son)

Not all mushrooms whose flesh turn blue are possonous (the flesh of the mushroom)

- When talking about placet, where can be used as a relative pronoun instead of 'in / on / to which'.

  I've been to the home where my grandpa lived as a child. (or. . .in which my grandpa lived .)
- When talking about times you can use when but in some cases you can also use 'that' or omit
  the relative pronouns in phrases starting with 'the day... / the time... / the year ...':
  I'll never forget the day (when / that) I met him.
- We can use 'the reason why' or 'the reason (that)' to provide information on why we do something
  The reason (why / that) I'm asking you advice is that I trust you.
- Whom can be used instead of 'who' when it is NOT the subject in the relative clause (in formal contexts). It is also used when there is a preposition before the relative pronoun for a person. The doctor with whom I spoke was very kind.\*
- \* In relative clauses with prepositions the pronoun is usually omitted. For further information see next section 'Prepositions in Relative clauses'.

#### Prepositions in relative clauses

In relative clauses with prepositions, the structure preposition + which / whom is hardly ever
used in everyday English and it is usually found in very formal texts or academic writing.
 When using this form the pronoun cannot be omitted

The doctor with whom I spoke was very kind.

Do you like the music to which they are listening?

 Relative pronouns are typically omitted when the preposition is moved to the end of the relative clause, right after the verb.

The doctor with whom I spoke was very kind - The doctor I spoke with was very kind.

Do you like the music (to) which they are listening ? Do you like the music they are listening to?

It is also possible to omit where in some cases. Study the examples.
 This is the hotel where we stayed in Dublin. → This is the guesthouse we stayed at in Dublin.

## Non-Defining relative clauses

- Non-Defining (ND) Relative clauses provide extra information that is not essential for the
  main clause to be clearly understood and they are characterised by commas separating them
  from the main clause. The extra information may not be related to the main information provided
  Zoe, who has been living in New Zealand for 3 years, is one of my best friends (that fact she lives
  in New Zealand is not related to the fact she is one of my best friends)
- Remember that in ND Relative clauses you can neither use the relative pronoun that nor omit the relative pronoun.

Mahler's Fifth Symphony, which you are listening to, is often used as a film score

 In some ND Relative clauses, which may refer to the whole situation introduced in the main clause, as in these examples:

We went for a stroll by the river, which we hadn't done for a long time. Ben lent me his scooter for the weekend, which was really kind of him.

#### WHAT or THAT

- What is used as a relative pronoun when it means 'the thing(s) that':
   Did you hear what she said? (the things that she said...)
- With all and everything, however, we cannot use what; we use that, but it is often omitted:
   All (that) I want for my birthday is my friends!
   Everything (that) I do goes wrong: I feel so stupid!

1	Underline	the	correct	relative	рголоцп	ín	these	sentences.
	CHICALINE			T. CTOTAL P.	PLOHOLLI	-		ACRECHEED!

- 1 California is the state where / which has the largest population in the US.
- 2 Tom and Jane are the friends whose / who I went to the mountains with.
- 3 I know a girl whose / which eyes are the same colour as honey.
- 4 Did you see the film which / when was on TV last night?
- 5 I'll never forget the moment where / when I saw Mary's eyes for the first time.
- 6 Can you explain what / why you are always so bored when we visit my parents?

2	Complete the sentences with that whenever it is possible. Write an X in the spaces where the
	relative pronoun isn't necessary. Use the other suitable pronouns (whose / where / when / what /
	why / whom) in the other spaces.

W	hy / whom) in the other spaces.		
1	They're interviewing the woman	7	Bologna is the city I was born in.
	house was burgled last night.	8	Many centuries ago, this city was
2	I've just finished seeing the movie		just a small village, there was a river here.
	you suggested watching. It's great!	9	This is the guesthouse we stayed
3	This is happens when you travel		when we were in Dublin.
	around the world without booking any	10	Who brought the ice-cream is in
	hotel		the freezer?
4	Jim McAdams is the boy was	- 11	Did you listen to I said?
	picked for the photography competition.	12	A person purpose is success is
5	Are those the people you are		referred to as ambitious.
	waiting for?	13	This is the man to I owe my life.
6	I really don't know you insist on		Sometimes you might not find it in the
	doing the shopping on Saturday afternoon.		colour you like the best.

3 Look at the picture and complete the dialogue between Helen and her sister Sarah using the sentences in the box to make relative clauses. Look at the example.



She's sitting next to Pam.

We're having lunch with her.

She always looks after the dogs.

I spend more time with her.

Her husband is a popular anchorman.

She was wearing a red dress.

She lives across the street.

She works as a French teacher,

	n: So these are your neighbours. They all look really friendly						
Hele	Well, they're all fun to be with. The one (1) I spread on the I me with is the black-haired woman						
	on the left. I go jogging with her 3 times a week. She	e's also the one (2)					
	when I'm on holiday: she's such an angel.						
Sara	h: What about the lady with short hair? She looks fam	iliar.					
Hele	n: Of course she does: she's the one (3)	: remember I told you he					
	works for a local TV? You must have seen her amon						
	her for a few minutes.						
Sarah: Oh, right, now I remember. The red dress (4)_		was fabulous!					
Hele	n: Yes, and this is Pam. She's the one (5)	: her garden is opposite mine					
	and it's the most beautiful in the street. And the blo						
	is Karen: she's the one (7)	: I'm sure you'll like her.					
Sara	h: Oh, yes. She's the one (8), jus						
4 /	Add commas to the non defining relative clauses you	find among these sentences.					
•	1 Mrs Patterson whose flat is next to mine is 5	Kate Winslet who played one of the					
	a very friendly neighbour.	protagonists in 'Titanic' is one of my					
- 2	I don't think he is the man whom I saw last	favourite actresses.					
	night. 6	Did you like the camera that Dad gave me					
3	I remember that years ago when I was just	for my birthday?					
	12 I got lost in the woods while we were 7	The children that are shouting in the street					
	having a picnic.	aren't from my school.					
4	You did the right thing which is what 8	I seldom visit my cousin in Osaka which is					
	matters the most.	in Japan.					
<b>5</b> ;	n the two sentences without using a relative pronoun.						
	You are looking at some pictures. Do you like them?	Do you have the pattures you are coming at?					
	I I share my room with a boy. He's Korean.	The boy					
- 2	Finding a job is a problem. He isn't worried about it.	Finding a job isn't					
3	I I've asked for a knife Could you bring it to me?	Could you bring me					
4		You're drinking					
5	Munich is a German city. I was born there.	Munich is the German					
	I travelled to Australia with a friend. I've just called him	I've just					

6	Fi	Fill in the gaps with one suitable word.						
	first into done Her (6) in m Miss	teacher, (2) name was Ellen Grant. Ever the class, she used to greet us one by one and spend of the day before. Then, she would tell us about the necessities I fe was quite simple and uneventful, but she was able	ry morning about 10 n e things (5 to turn en much late ) ir, made en	ninutes asking us (4)  had happy very single day into an enion or that I realised how effect we had fun while le very class a unique experi	the other pupils got we had pened to her tertaining story it we that little trick was earning because ence I guess this is			
7		Listen to the sentences and rewrite them d changing the position of the preposition.  The care you write your CV with is very important to be preposed to be	ortant.		the relative pronoun			
	2	Please, put a tick next to		from South America?				
	3 These are the							
	4	The travelbook		of the main hotels i	in Burma			
	5	I hate the music Tom						
	6							
8	Co	mplete the sentences with what, that or not	hing (X).					
		Claude Monet was such a great artist. I love	-	All the people	are sitting at that			
	_	all he painted.		table come from my				
	2	I don't agree with everything he		you did is	_			
		says.	6		t we need to			
	3	Do you understand I mean?		plant the primroses.				
9	Ri	Complete the second sentence so that it l	has a sin	nilar meaning to the	first using the word i			
	bra	ackets. You must use between 2 and 5 word	S.					
	1	That's where I went last weekend. (that)	That's	the place	last week.			
	2	This woman had her suitcase stolen. (was)	This is	the woman				
	3	They saw her with that man. (the)						
	4	Does he want this for Christmas? (wants)	ls		for Christmas?			
	5	I live in a town near York. (is)		wn				
	6	Hive in Antihas It's near Nice (is)			Nice			

A mouse is a device

Do you \_

the cursor.

\_\_singing?

A mouse is for moving the cursor (use)

He's singing a song. Do you know it? (the)

# Linking words (1)

- Linking words are expressions that connect words, phrases, sentences or paragraphs in order to make a text easier to read. Here is a list of the main ones according to their function
- The expressions with an asterisk are mostly found in formal texts:

## Organising paragraphs and adding ideas / points

- Listing points as a sequence (the expressions below, which are typically followed by a comma):
   firstly / to begin with / for a start / in the first place (opening point)
   secondly / next / another point is (that) (middle points)
   finally / last but not least (closing point)
- Adding ideas or information
   at the beginning of a sentence: in addition / what's more / furthermore\* / also / moreover\* / also / on top (of that) / besides (+ comma)
   in mid position: apart from / besides / as well (as)\* / too / also
- Introducing a new point:
   as regards / as for / as far as ... is concerned\* / with reference to\* / with regard to\* / with respect
   to\* / in respect of\* / turning to / when it comes to

# Clarifying and comparing ideas (similarity and contrast)

- Giving examples to clarify a point or idea:
   i.e.\* (= that is) / e g.\* (= for example) / namely\* / a case in point is... / for instance / such as\* / like / say (between commas, informal)
- Showing similarity: similarly / in the same way (+ comma) / just as... so / likewise
- Expressing contrast:

  despite / in spite of (+ noun) / although / though / even though (+ clause) / despite the fact that / in spite of the fact that (+ clause)

  in spite of this / despite this / even so / however / nevertheless\* / nonetheless\* / and yet / on the other hand / at the same time / conversely (+ comma)

  by contrast / on the contrary (+ comma) / instead (of) / while / whereas / as opposed to / but / unlike

## Drawing conclusions (+ comma)

- Reformulating and rephrasing:
   In other words / to put it bnefly\* / in short / in a nutshell
- Generalising:
   all in all / by and large / on the whole / broadly/generally speaking / as a rule / in general / in most cases
- Concluding:
   In conclusion / to sum up / to summarise / in the end / all things considered / in the end

### Examples

#### Organising, listing and introducing points

There are several reasons why you should quit smoking Firstly, it's harmful for your health What's more, it has become an expensive habit. Last but not least, the smell of cigarettes is unbearable and it makes me sick.

As far as the price is concerned, the company has decided that the new smartwatch will be available for \$350.

### Comparing

**Just as I** wanted to be a doctor, **so** my twin brother wanted to be an actor.

We should be stopping terrorists from operating, **as opposed to** chasing them after they've attacked.

Exam	_1.	
IN THE SECTION	п.и	
T-CAMBER SE	-	_

# Clarifying

There are four sections in the test, namely speaking, listening, reading and writing. (= more precisely) Lack of communication causes serious problems in a relationship and their marriage is a case in point. (a very clear example of something)

If someone earns, say, 15,000 pounds a year, is he eligible for any child benefit?

# Summing up and concluding

To put it briefly, he lacks musical ability.

All in all, it was a great trip, although we had a few problems on the way there

To sum up, we need to focus our energies away from theoretical debates and address the issues with a practical approach.

1	Match	the	two	parts	of the	e sentences.
		****	B *** W	P-000 000		

- I had my wallet stolen and
- Well, I have a few health problems, but
- Experts suggest using antiseptic on surfaces
- I love reading but I have trouble
- As for that boy, 5
- Why didn't you tell me in the first place
- all in all, I'm a happy person.
- b when it comes to studying science.
- c that you had decided to leave?
- d such as armrests and tray tables.
- what's more, I got a parking ticket.
- I don't think he's going anywhere in life

### Underline the correct alternative.

- 1 She's extremely rich, however / on the other hand, she isn't snobbish.
- 2 It was cold and windy. In the same way / Nevertheless, I went for a walk.
- 3 That house isn't big enough for us, and yet / furthermore it's too expensive.
- 4 We live in the same building; even though / despite this, we hardly see each other.
- 5 Despite / Although being twins, Emma and Sara look very different.
- 6 The neighborhood isn't very interesting. I like the house, moreover / though.
- 7 Stephanie cooked the carrots, nonetheless / whereas her brother prepared the broccoli
- 8 I prefer reading classic sci-fi books for example / such as 'The Day of the Triffids' or 'The Time Machine'.

### 3 Fill in the gaps with the correct phrase from the box.

in a nutshell as a rule as regards in the end on top of that instead whereas yet I was happy for her and My sister's hand-writing is always so neat,

- mine is a total mess. 2 I got a low mark, but the teacher said
  - I have improved a lot the swimming pool is less crowded early in the morning.
- 4 I suppose that, \_\_\_\_\_\_, it is for you to decide how to raise your kids.
- upset that I was no longer the baby in the family.
- 6 We missed the bus and, \_\_\_\_\_\_, it started raining.
- 7 Here's our proposal: \_\_\_\_\_\_, we want to sell our business to you.
- 8 the hotel, our experience was excellent.

4	Fred Cl. A D.C	DA PHILA			
4	First Choose A, B, C or I	D to fill in the gaps.			
	meeting people from diverse (2) during tutonal sessi they can (3) learn to need and become more open mind and support them with evider work oad management. (7)	ve a number of benefits. (1) backgrounds, they can form for ons, students can learn more e gotiate, co laborate and compre ed about the world as they see ice from reliable sources. Other , with the ideas presented a	ng-lasting friendship iffective communicationise. Students can the (5) they continued they continued they riskills include indeption to the continued they c	os, and develop their social lition skills. Through this expeted  (4) become critical this an learn how to develop argumenter tearning, (6) to	ves. nence, nkers ments me and
	play a vital role in social and p	professional skill development,	(8)		
	1 A All in all 2 A Despite this 3 A likewise 4 A whereas 5 A On the whole 6 A on top of that 7 A On the other hand 8 A too	B To begin with B However B instead B last but not least B in addition B in spite of B Nevertheless B also	C Besides C Moreover C even so C to sum up C But C as well as C Furthermore C even	D too D also D Although D on the contra	
	0 11 100	D 4130	o even	D 111 211011	
	B There has always been C Feelings and passion it comes to playing the D Men dislike seeing bliphysical suffering.  E The opinion of countries more important that	ood because it recalls the ry people as regards any p an what city dwellers thin as often been misundersto	st Christians technique when idea of pain and oublic question k.	Speaker 2	
6	First Complete the second brackets. You must use	nd sentence so that it has between 2 and 5 words.	s a similar mean	ing to the first using th	e word in
	1 In spite of the rain w	e went for a swim (althou	igh)	We went for a swim	
	Z She didn't offer choco	plates to us. She ate them		tate them all	o us she
	3 The sea was very rou	gh, yet nobody was seasie	ck. (spite)	Nobody was seasick in	
		s also very friendly (well)		As Dave's very friendly.	_ clever,
		we were late. (delay)		They let	
	6 The book's dull; wha	t's more, it's long. (top)		The book's dull;	it's long.

# Linking words (2)

- Linking words can also be used to talk about the reason for something, the purpose, or to express conditions for something to happen.
- The expressions with an asterisk are used in formal English.

#### Reason and cause

Expressions followed by a noun:

because of / owing to / due to / on account of / for / as a result of / as a consequence of We couldn't find the way back home on account of the fog My bad mood was due to the hornble weather.

Expressions followed by a clause:

since / as / because / for\* / due to the fact (that)

Since it was my first time in Paris, the first thing I visited was the Eiffel Tower

At the beginning of a sentence (+ comma):

as a result / as a consequence / for this reason / therefore\* / thus\* / that's / this is why (+ clause) There was a flood in November As a result, the houses in that area were all heavily damaged.

### Purpose

Expressions followed by a verb in the infinitive:

in order to / so as to / to

He built a wall around the house in order to protect himself from wild animals.

Expressions followed by a clause with a subject:

in order that / so that / so

I'll give you a pencil so that you can draw the face of the man that mugged you.

#### Condition

Expressing conditions in general:

if / unless (=if not) / if so / if not / if necessary / if possible I may be late. If so, could you order pizza for me? I won't go to work if I don't feel better on Monday. i won't go to work unless i feel better on Monday.

Underlining the specific condition:

provided / providing (that)\* / on condition (that)\* / as long as You can borrow my bike as long as you bring it back by tomorrow.

Taking precaution for events, often referring to the future: in case

I'll pack a few sandwiches in case we decide to have lunch in the park

#### Other useful linking words

stating initial situation: at first / in the beginning

At first I felt ill at ease, but after a while I started enjoying the party.

final outcome: eventually / in the end

I wanted to see a horror film but we eventually chose a drama.

objective point of view: according to

According to scientists, depression could be an allergy.

personal view: in my opinion

In my opinion this book is awful, but according to this review it's great.

introducing new topics (informal): by the way

Bye the way, did you remember to back up the file?

 contradicting previous statement: actually / in fact / as a matter of fact / indeed I'm not mad about football: in fact, I hate it!

expressing attitude:

to be honest / frankly 🔸 I like Tom a lot, but to be honest, I don't feel like having a holiday with him. to my surprise + I expected him to be late, but, to my surprise, he was even early this time apparently  $\rightarrow$  Apparently, the man managed to get away with the jewels. (= it seems that ) naturally / of course / undoubtedly / admittedly ... Admittedly, he's better than me.

arguably / presumably /most probably + He's arguably the best candidate for Prime Minister fortunately / luckily - unfortunately + Unfortunately, we lost the match.

If I may say so + If I may say so, Lorna's new hoirstyle is appalling.

1	Linda	rhne	the	correct	alternative	
	VUUC	THILE	MIC	COLLECT	ancinauve	ė

- 1 We'll have to buy another TV in case / unless you can repair it.
- 2 Provided / So that you study regularly, you will get good marks.
- 3 We got there in time in spite / on account of the heavy traffic.
- 4 I'd like to pack today so that / as to be ready to leave early tomorrow morning.
- 5 His accident was owing / due to excessive alcohol consumption

1 We went for a walk despite the heavy rain. (raining)

- 6 The weather forecast said it'd be sunny Therefore / Nevertheless, I decided to take along my umbrella.
- 7 Could you tell me if you can bring it today? If not, / As a consequence, I'll have to pick it up myself.
- 8 At the farm there were horses, cows as long / well as donkeys and goats.

heavily we went for a walk

2	First	Fill	in	the	gaps	with	a	suitable	word.
---	-------	------	----	-----	------	------	---	----------	-------

Vesterday evening two ships collided in thick fog in the English Channel. One was a cargo boat carrying fruit to London, (1)——the other was a British Rail ferry on its regular run from Dover to Dunkirk.
Trull to London, (1) the other was a British Rail terry on its regular run from Dover to Dunkirk.
(2) Even there were no casualties among the crews or the passengers, both ships were holed
close to the waterline. According to eye witnesses (3) of the vessels was going very fast at the time of
the accident. (4) , the captains did not realise the danger until seconds before the collision on
(5) of the weather conditions. As a (6) there was insufficient time for them to avoid the accident.
In (7) of the damage, the two ships managed to reach the nearby port of Dunkirk. A spokesman for the
port authorities said (8) a committee of enquiry (9) be set up in (10) to ascertain the cause
of the collision.

3 Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.

2	I study English because I want to work in London. (order)	I study English	work in London.
3	I'll come only if you pick me up from home. (long)	I'll come	me up from school.
4	I'm hungry now because I didn't have lunch. (as)		lunch I'm hungry now.
5	I therefore think we will find a solution. (reason)		we will find a solution.
6	I think Di Caprio deserved to get the Oscar. (my)	in	deserved to get the Oscar.
7	Nobody can deny Italian cuisine is awesome. (arguably)	Italian cuisine	awesome.
8	We ended up having some pizza delivered. (eventually)	We	delivered.
A B C D	Remember that the examiner wants you to do well, so I'd suggest making eye contact with the examiner and so Candidates should avoid giving short answers and wait You must prove that you are able to interact and exchange the state of the st	show that you ing for the exa	are enjoying the conversation. miner to ask lots of questions.
E F	If you neglect your body language, you may give the in A candidate should never express opinions that are no		
	Speaker 1 Speaker 2 Speaker 3 Speake	eaker 4 🗌	Speaker 5 🗌

# Word order

- English has precise rules regarding syntax, so in most cases we cannot move a phrase or an
  adverb wherever we want to. As for the rules on the position of adjectives and adverbs see Units
  10 and 11.
- When deciding where to place a phrase in a sentence, remember you must never put anything
  between the main verb and the Direct or Indirect Object. For the position of the other phrases
  in a sentence look at the rules below this example.

subject	verb	object	rest of the sentence
		+	<b>★</b>
I	like  -	pizza	very much   (not: I like very much pizza)

# Direct Object or Indirect Object

When there are both a direct and an indirect noun object you can choose between two structures:

However, when the sentence has a noun and a pronoun, the pronoun always goes first.

I gave him an apple I gave it to John

When both the direct and indirect object are pronouns you must always use this order:
 verb + DO (Pronoun) + TO + IO (Pronoun)
 I gave it to him

After some verbs followed by Direct Object - like buy, get, find, book or make - we use the
preposition FOR + Indirect Object
 Example: Mum will make us a cake. + Mum will make a cake for us.

# Position of prepositional phrases after object

- After the Object the very next prepositional phrase in a sentence usually refers to place
- Phrases and adverbs of time come at the end of the sentence, however (\*) they can also be placed
  at the beginning when the sentence isn't a question.

nuhimat	verb	Direct Object	prepositional	phrases
subject	Vein	or Indirect Object	place and other phrases	time*
Tom	has	lunch	at school	every day.
My parents	often go		to work by car	
Did you	tell	Fred	about the plan	last night?
He	wasn't		in the car with me.	
The teacher	will give	us a lot of homework		for tomorrow.
We	went		to Greece for a holiday	ın 2001.

 With more than one phrase related to place, time or other aspects, the order of the phrases is the following:

I left my umbrella on a chair in the kitchen (both refer to place but the chair is smaller than the kitchen)

What were you doing at 3 o'clock yesterday? (both refer to time but 3 o'clock is smaller than the whole day)

1	Co	mplete the follor	wing senten	ces with the missin	g phra	ases fro	m the box below	W.
		on holiday	to Paris	all afternoon	next	year	ın Holland	my parents
	1 2 3	I'll spend a weel }ar Adam is	ne will be in	with Grandma.  year 4.  JS at the moment.	5	Did y	June I go to Sard ou play comput avel	er games ?
2	Ar	e these sentence	s right (🗸) c	or wrong (X)? Corre	ct the	wrong	ones.	
	1 2 3 4 5 6 7 8	Are your cousin Giorgia speaks That mp3 playe Who was the N	eacher does is coming to very well Er or is mine: g obel Peace ving lunch a	in't usually give us let France for Christm nglish and French. Ive me it. Prize won by in 1976 at the school cantee	as? 9?	[ 		
3		bstitute the unde cessary. Look at		ls with a personal p	ronoi	un and	change the sent	ence structure as
	0 1 2 3 4 5 6	I'll give these and Could you send You can't ask the I must forward Maria brought I Can you show the course of the	pples to my Alice your nese things this messag David some the guests the	grandson new phone number to Hanna: she's so t	ouchy and.		g ve i m trese a	pp es
4	W	rite numbers in t	he boxes be	efore each phrase to	indic	ate the	ir order in the s	entences.
	1 2 3 4 5 6 7 8	We're ☐ going The lade ☐ asl They will ☐ se We've ☐ bough I'll be ☐ at the	tomorrow to Liver ked later and to yo ht lovely end in	e after school come after school come carefully the pool by car come to come come come come come come come com	le con lefinite call [ t  n louse h  v	tract. ely [] : polite ext wer a [] with sor	ely	holiday.
5				ntence so that it ha en 2 and 5 words.		milar m	eaning to the fi	rst using the word in
	1 2 3 4 5	Aidan usually d The little boy go Please, write yo He's likely to go I asked them to	rives to woo reedily ate to our details in there on fo book me a	rk on Mondays (god he chocolates, (gree n this form, (fill) bot, (walk) flight tomorrow, (fo	es) Ai ed) Ti Pi He or) 1 a	he little lease, _ e will asked ti	boy ate	
	6	Can Dave borro	•				D	
6	in	Listen to 6 stu the correct way.		ing syntax mistake	s whil	le spea	king. Rewrite th	e sentences you hear
	1				4			
	2				5			
	3	-			6			85

# Subject and object questions

Questions normally require the inversion of an auxiliary (be, do or modal verb) and the subject;
 however, when the WH- pronoun or adjective is the subject of a question, the structure is the same as in affirmative sentences. Compare these two examples:

Subject

Who did he pick up from the station? (he picked somebody from the station)

Subject

\*

Who picked him up from the station? (somebody picked him from the station)

You can better understand this difference if you look at the answers to these questions
 Who did he pick up from the station? He picked up his brother from the station.
 ('who' refers to the object = his brother)

Who picked him up from the station? Samuel picked him up from the station. ('who' refers to the subject that picked him up)

who, what and which can all be the subject of questions, in less frequent cases you may also find whose, how many or how much. Look at the examples:

Who killed Abraham Lincoln?

What is going on?

Which of those children won the drawing contest?

Whose father wants to talk to the teacher?

How many students took part in the race?

#### Questions with final preposition

When a question starting with who, what or which contains a verb that is followed by a
preposition, the preposition is at the end of the question;

What are you looking at?

Which book are they talking about?

Who is this parcel for?

 In spoken English you can often omit the verb when asking this type of questions during a conversation;

Can you give me your phone number?

What for?

 In formal English we may find prepositions before the WH- question word, but this happens very rarely:

In what kind of hobbies is your sister interested?

In which of these teams of Formula 1 did Michael Schumacher run?

 When referring to a person, you must use whom if the preposition is placed at the beginning of the question:

To whom did you give your address?

With whom would you like to speak?

1	Un	derline the correct alternative.					
	1 2 3 4 5	What did it happen / happened yesterday? Who's meeting / is he meeting tomorrow? Which colour suits / does it suit me the best? Who will he clean / will clean up this mess? Which of these people worked / did you work for? What kind of car does Adam have / has Adam?		7 8 9 10 11 12	Who are you sending Which cat ate / did Which US States state What means this wo How much rain fell / Who did he win / v 2008?	it eat all the fish? rt / do they start wi rd / does this word did it fall during the	th C? mean? flood?
2	Ma	atch the questions on the left (1-8) to the ansv	vel	rs on th	ne right (a-h).		
	1 2 3 4 5 6 7 8	<ul> <li>Who can cook well in your family?</li> <li>What did you tell Dad?</li> <li>Which of your CDs did you sell?</li> <li>Who told you about it?</li> <li>What can you cook?</li> <li>Who sold you these CDs?</li> <li>Which of these boys does Sally like?</li> <li>Which of these boys likes Sally?</li> </ul>	b c d m f g	I boug My da She til I told The only	m told me.  Sht them online.  Indican. He makes delikes the dark-haired of him we had lost his me with blue eyes. He sold the one my exibility, I can only make of	one. credit card e's in love with her oyfriend gave me.	
3	Bu	uld suitable questions based on the underling	g p	arts in	the given answers. L	ook at the exampl	e.
	0 1 2 3 4 5 6 7 8	I went to Vietnam with my sons.  They were interested in western films.  I have just paid for the small coke.  Laura is going to do the shopping.  Richard III was killed by Henry Tudor.  World War I began in 1914.  He has to buy some milk for tomorrow.  The subject of this poem is the 'dark fady'.  I prefer the blue scarf to the red one.		Wh	no did you go to Vieti	nam with?	
4		Complete the second sentence so that it ackets. You must use between 2 and 5 word			ular meaning to the	first using the wo	rd in
	1 2 3	Who was arrested this morning? (police) What causes the greenhouse effect? (by) Who borrowed your bike? (lend)		Wh	at's	?	rning?
	4	Who sold it to you? (buy)		Wh	0	?	
	5	Which of them makes you feel bored? (find) What's the meaning of 'FBI'? (stand)	)		ich of them at	?	_?
5	6	Listen to the synopsis of a famous Victor e answers provided.	at			he questions base	d on
	1	·			thering Heights' in the	_	
	2				y between Catherine a	ind Heathcliff	
	3	Who ? She marries E	_			en ha weets to mile	. 6
	5				off marries her because tell the story are N		ı ner.
	6	Who marry? She'll r	กล	rry Har	eton.		

# Question tags; So / Neither / Nor do I

- Question tags are the short questions at the end of sentences particularly in everyday English. They are built by using auxiliaries (or modal verbs) and personal pronouns.
- If the main part is positive, the tag is negative; if the main part is negative the tag is positive: It's cold, isn't it?

Anna hasn't got any brothers or sisters, has she?

I should have invited him, shouldn't !?

Nobody showed up, didn't they? ('they' is used as a pronoun for somebody, nobody, everybody etc.) **Nothing can stop us, can it?** ('it' is used as a pronoun for nothing, something, everything, etc.).

When the main sentence has no apparent auxiliary, as in affirmative sentences with present and past simple, you use don't / doesn't / didn't in the tag:

You have a son, don't you?

Anne went to Cardiff by train, didn't she?

. The tags used with sentences starting with Let's... / Don't... / I'm... use specific tags. Look at the examples:

Let's have a swim, shall we? (suggesting an activity)

Don't call me before 3pm, will you? (asking someone to do something).

I'm late, aren't !?

Their function depends on context and intonation, when the voice goes down (2) in the tag you are checking if someone agrees with you, giving them an order or you don't expect an answer as: it's more like a statement; if the voice goes up (2) you're asking a genuine question.

The view from here's fantastic, isn't it?

(do you agree with me on the fact it's beautiful?)

Don't do that again, will you?

( don't do that, ok? - an order)

You haven't seen my glasses, have you?

(have you seen them by any chance? - real

question)

You couldn't make me some tea, could you? 🐬 (please, make me some tea - request)

#### So / neither / nor do I

 When you want to show agreement with someone's statement in a conversation you use so / neither (or nor) + auxiliary / modal verb

affirmative statement:

I love lasagna.

So do L.

negative statement:

I can't swim.

Neither can I. (or: Nor can I)

 If you want to show disagreement you use the auxiliary or modal in the opposite form. affirmative statement I had some tea I didn't. (negative response) negative statement: I won't go there, I will. (affirmative response)

To show agreement you can also use 'Me, too.' and 'Me, neither.'

 So / Neither / Nor can also be used for other persons. Karen works from home and so does her husband. John and Rebecca haven't left yet and neither have we

I didn't like the film but my sister did

#### Other functions of question tags and auxiliaries

 Question tags and auxiliaries / modals can also be used to show interest or surprise when someone tells you something or to avoid repeating the main verb-

Jeff bought a new car last week.

Did he?

(Really?)

Pve won 1,000 pounds.

You haven't, have you?

(I can't believe it1)

Mary looks happier than she did. Anne said she couldn't speak French but she can.

('can' instead of 'can speak')

('did' replaces 'looked')

Don't you like pizza?

I do like it but I don't want it now (do + verb emphasises the verb)

1	• * Listen to these sentences and put a tick unde	the intonation symbol 7 (up) or 2 (down	ı).
•	Tables to mest selicites and put a nex and	T 2	
	1 Shut up, can't you?		
	2 You couldn't give me a lift downtown, could yo	u?	
	3 Banks close at 5 pm, don't they?		
	4 It was a lovely concert, wasn't it?		
	5 Terry's daughter has lovely blue eyes, doesn't	he?	_
	6 You haven't found my earring in your car, have	you?	_
2	Underline the correct alternative.		
	1 You think you're better than me, do / don't you?	6 I'm not very good at playing cards, a	ren't /
	2 She's never on time, is / isn't she?	am 1?	
	3 There weren't many people, did / were there?	7 They'll call me soon, will / won't they	y?
	4 Pam has tea every afternoon, hasn't / doesn't she?	8 Don't waste your pocket money, do / you?	will
	5 Nobody did their homework today, did he /	9 She'd love to go to Japan, wouldn't / had	n't she?
	they?	10 We'd already met them, hadn't / didi	
3	Complete the following sentences with the correct	question tag.	
	1 You were at home last night,?	8 Let's have a break now,?	
	2 Kate Winslet has brown eyes, ?	9 I'm making too much noise,	?
	3 You can't speak Russian,?	10 Your niece will be 18 next year,	7
	4 Rob had a holiday in Venezuela, ?	11 Don't forget to buy the batteries,	7
	5 It's raining hard tonight,?	12 There's going to be a strike,	?
	6 I shouldn't drink so much coffee, ?	13 You wouldn't have walked to work,	?
	7 You haven't seen my memory stick, ?	14 You've been told about Nancy,	?
4	Read the sentences and complete the missing par	ts with the correct forms to show agreeme	nt or
	disagreement. Look at the example.		
	O Chinese people like tea and so do English peop	∠ (English people)	
	1 Children can't drink coffee but		adults)
	2 English students have to wear school uniforms	but (French stu	idents)
	3 The number of cars is growing and	(environmental	issues)
	4 We had to use landline phones to call people		
	5 The Irish flag's got a green band and		~
	6 British women couldn't vote in 1910 but	пом	
		, (pe	
	8 Facebook didn't exist in 1990 and	. (1	(witter
5	First Complete the second sentence so that it has	a similar meaning to the first using the wo	ord in
	brackets. You must use between 2 and 5 words.		
	1 Have you met Jane yet? (know)	You don't you?	
	2 Both Karen and Jake had a dog. (so)	Karen had a dog Jake.	
	3 I play tennis better than him. (he)	l play tennis better	
	4 Clay and Rose were both late. (was)	Clay wasn't on time Rose	
	5 Both my parents dislike horror movies. (nor)	My mother doesn't like horror movies	
	6 What about going to Paris? (go)	Let's we?	
	7 He agreed to go though he didn't want to. (did)	He didn't want .	
	8 Don't you think this is the best one? (it)	This is the best one ?	

# **Prepositions**

	TIME	PLACE
AT	<ul> <li>hour / meal → at 7 pm - at lunchtime</li> <li>holidays → at the weekend - at Easter</li> <li>now → at the moment - at present</li> </ul>	<ul> <li>places in town → at the station - at the market</li> <li>points → at the door - at the traffic lights</li> <li>events → at a party - at a concert</li> </ul>
ON	<ul> <li>days → on Saturday - on 12th October</li> <li>day + part → on Wednesday mornings</li> <li>special dates → on New Year's Eve</li> </ul>	<ul> <li>surfaces → on the wall - on the floor</li> <li>large means of transport → on the bus - on a plane</li> <li>2 wheels/4 legs → on a horse - on my scooter</li> </ul>
IN	<ul> <li>months, seasons in May - in summer</li> <li>years / centuries in 1950 - in the 18th century</li> <li>longer periods in the Middle Ages</li> <li>within in a week - in a few days</li> </ul>	<ul> <li>Inside a 3D space → in a room - in an office</li> <li>towns, regions, states → in York - in Alaska</li> <li>countries, continents → in Italy - in Asia</li> <li>smaller means of transport → in a car - in a canoe</li> </ul>
BY	• no later than • by Wednesday (= before)	• near/next to • by the sea - by my side
то	• until • from Monday to Friday	• towards • (go) to the station - (fly) to Toronto

## Fixed expressions - Time

- at dusk at dawn at sunset at that time at the same time at the age of at times (= sometimes)
- on strike on duty on holiday on a diet on occasion on business (particular times in one's life).
- in the morning in the afternoon in the evening BUT: at night
- in the past in the present in (the) future in the meantime
- by the time (= when) by then by now (mostly used with perfect tenses see units 6 and 9)

#### Fixed expressions - Place

- at home at work at school/college/university at reception at church BUT: in a church (inside)
- on the west coast on the Mississippi on the border on the first floor BUT: by the sea/lake/river
   (= near)
- on the left / right on a list / menu / directory on the way (to) on a diet on (the) Earth
- on TV on the radio / the phone / the Internet on a farm on a trip / tour / cruise on the outskirts.
- in a city/town/village in the country(side) in the mountains BUT: at the seaside / at the beach.
- in the south-west (inside an area) BUT: to the south-west (outside an area) on the south-west coast
- in hospital in prison in bed in town (= in the centre) in Parliament
- in a line / queue / row in a road / street / square in Downing Street BUT: at 10, Downing St (address).
- in a picture in a book in the news in a magazine in a mirror
- in the sky in the rain in the shade in the sun in the dark
- by car by train by plane by ferryboat (general transport) BUT: on foot
- by Friday (no later than a date) BUT: in 3 days (within a given period of time)

### **Confusing expressions**

- at the bottom of the page (in the lower part) BUT: on the bottom of a glass / bottle / box (touching the surface)
- at the beginning / end of a period BUT: in the beginning (= initially / at first) in the end (= eventually).
- at the back of a room BUT: in the back of a car on the back of a piece of paper / my passport
- at the front of a hall BUT: in the front of a tax: on the front of an envelope.
- in time (no later than the right time) BUT: on time (exactly at the right time).
- in the sea (swimming or underwater) BUT, at sea (sailing) at the seaside / beach (leisure activity).
- in the corner (inner part) BUT: on / at the corner (outer part)
- by car by train (general transport) BUT. in my car on the 730 train (specific transport)

## Expressions without prepositions

- Prepositions are not used in expressions like 'last year' or 'next Sunday'.
   Last summer I went to Rome.
   What are you doing next weekend?
- Do not use the preposition to before home, there, here:
   I'd better go home: it's late. / Why don't you come here by car? / We rushed there as soon as we could
- 1 Underline the correct alternative.
  - 1 Did you have lunch at / on / in your grandmother's at / on / in New Year's Day?
  - 2 I woke up at / on / in half past 5 at / on / in the morning although I'd gone to bed late at / on / in night.
  - 3 They left for Amsterdam at / on / in September 21st and they'll be back at / on / in Friday evening.
  - 4 George was sitting at / on / in his desk at / on / in his office when I got in.

- 5 My aunt lives at / on / in the top floor of a very tall block of flats at / on / in Market Street.
- 6 How many people used to live at / on / in this village at / on / in the Middle Ages?
- 7 I'm never at / on / in home at / on / in lunchtime.
- 8 I'll meet you and Cindy at / on / in the cafe at / on / in the shopping centre.
- 2 Listen to the recording of two candidates choosing a picture for an article on beautiful bedrooms in an interior design magazine. Then answer the questions.









1	☐ Which room does the girl like?
2	Which room does the boy find closer to his personal taste?
3	Which room does the girl find unsuitable for her?
4	Which room do both candidates dislike?
5	Which room contains a few items of furniture that the boy doesn't like?
6	Which room do the boy and the girl eventually agree on?

3	Fill in the b	planks with the correct preposition choos	sing b	etween <i>at, on, in, by</i> an	d to.
		ennifer's busy the moment. Can I back a few minutes?	6	You must put your sign	
	*	nolds usually goesworktrain,	7	Scotland is the north	
	_	ay he went there his car.		UK.	
	3 When I	'm the seaside I prefer lying	8	Our seats are Row 3	the front of the
	the sha	de		theatre.	
	4 The ner	wsagent's is the corner the	9	The train Leeds is u	sually late, but today
	end of	this road.		it's time.	
	5 Shall w	e do the exercise the top of page	10	Hotel guests must hand	I in the keys
	12 or th	ne one page 13?		reception 10.30 at the	ne latest.
4	Seven of th	hese sentences contain a mistake. Find i	it and	correct st.	
	1 When I	go somewhere by car I usually sit at	6	We often spend a week	in the mountains in
	the from	nt seat		January.	
	2 While I	was at the doctor's I found an	7	I found a very nice jack	et in the town,
	interest	ting article on the newspaper	8	Do you often come to	here on Saturday
	3 Could y	you wait in the hall, please? I'll be		afternoons?	
	there in	n a moment,	9	There aren't many type	s of wine in this list.
	4 He cau	ght pneumonia after standing under			
		n all might	10	Greg was at the hospita	I visiting his
		think I'll go to the stadium the next		grandfather	
	Sunday	·			
5		plete the second sentence so that it has a ou must use between 2 and 5 words.	şimi	lar meaning to the first t	ising the word in
	1 My brot	ther usually walks to school (foot)		My brother usually	
		w is wonderful when the sun goes down. (sur	iset)	You have a	
		ticism started in the late 18th century. (end)		Romanticism started	
	4 I haven	't seen him since April. (last)		April was	I saw him.
	5 What to	me did you arrive at home? (get)		What time	home?
	6 We eve	ntually changed our mind. (end)		W	e changed our mind.
	7 When v	we got there, the film had started. (time)		The film had started	
	8 We're g	going to the supermarket. (way)		We	
6	First Fill in	n the gaps with ONE suitable word.			
6	900	_			_ 0
[	Dear Mr and Mrs	s Rogers,			
y	our plane reave	es (0) at 10 45 am You should be (1) the			
		uggest you get there (3) 8.45. After chec	_	-	
7		ne ground floor, until you see the gate of your fight	(6)	the screens that you'll	find throughout the
	urport terminal Then you should	go (7) the boarding gate. If you get the	re earl	v vou can have something to e	at or drink
	-	ne of the cafeterias near the gate, but remember yo			
V	When you arrive	you'll have to collect your baggage and then go the	rough	customs and passport control	A taxi will be waiting
f	or you outside t	he terminal and you'll be driven to your hotel, which	h is (1	0) 98, Pearse Street	
		Pearse Street you'll reach the Liffey River, there are			
		ave lunch. There's plenty to see (12) the way, as it will take less than 3 hours to get (14)		e, but I also recommend going in if you travel (15)	(13) a trip pach.
		,		,	

# Prepositions with nouns, adjectives and verbs 361

	IN	
adjectives	<ul> <li>interested in a subject (= keen on / fond of)</li> <li>skilful / skilled in (= good at)</li> </ul>	rich in calcium, imagination, etc     proficient in a subject / English
verbs	<ul> <li>believe in God or ghosts</li> <li>confide in (* trust)</li> </ul>	<ul> <li>result in (= lead to)</li> <li>specialise in a subject or field</li> </ul>
nouns	<ul> <li>in advance</li> <li>in charge of / in search of</li> <li>in love / in pain / in debt / in cash</li> </ul>	<ul> <li>In pencil / in ink / in capital letters</li> <li>increase / rise / growth in unemploymen</li> <li>decrease / fall in the number of</li> </ul>
	ON	
adject <del>i</del> ves	<ul> <li>based on a true story, a fact</li> <li>bent on doing sth (= determined to do)</li> </ul>	<ul> <li>dependent on (≠ independent of)</li> <li>keen on (= fond of / interested in)</li> </ul>
verbs	<ul> <li>agree on (or: about) a point</li> <li>comment on a film / a book</li> <li>depend on the weather or sb you trust</li> <li>focus / concentrate on a task</li> </ul>	<ul> <li>live on (= earn money thanks to)</li> <li>rely on sb you trust (= depend on)</li> <li>spend money / time on</li> <li>spy on</li> </ul>
nouns	<ul> <li>on air (broadcast)</li> <li>on average</li> <li>on business (≠ for work)</li> </ul>	<ul> <li>on drugs (= taking drugs)</li> <li>on purpose (= by mistake)</li> <li>on sale (cheaper than usual)</li> </ul>
	ВУ	
adjectives	• surprised / shocked / amazed by (or: at)	
verbs	• increase / decrease by 10% / by 5 points (	showing difference)
nouns	<ul> <li>by chance / by mistake / by accident</li> <li>by credit card / by cheque (# in cash)</li> <li>by hand (delivery or handicrafts)</li> </ul>	<ul> <li>by sea / rail / air (shipments)</li> <li>by heart (memorised)</li> <li>by the kilo / by the pound / by the dozen</li> </ul>
	FOR	
adjectives	famous / known for     late for work / school	responsible for     suitable for
verbs	<ul> <li>stand for (* mean, represent)</li> <li>leave for a destination / wait for the bus</li> </ul>	<ul> <li>pay for a drink (but: pay a bill, a fine</li> <li>seek for / search for / look for</li> </ul>
nouns	demand / need for     cheque for     reason for	<ul> <li>for pleasure (travelling)</li> <li>for sale (≠ on sale)</li> <li>for a change</li> </ul>
nouns	cheque for	for sale (≠ on sale)
nouns adjectives	cheque for     reason for	for sale (≠ on sale)
	cheque for     reason for  AT	• for sale (≠ on sale) • for a change

	WITH	
adjectives	<ul> <li>crowded / packed with (= full of people)</li> <li>disappointed / bored / fed up with</li> <li>familiar with / acquainted with</li> </ul>	<ul> <li>impressed with (or by)</li> <li>popular with (= liked by)</li> <li>satisfied / pleased / delighted with</li> </ul>
verbs	<ul> <li>burst with pride / joy / anger / laughter</li> <li>deal with customers, a topic, a problem</li> </ul>	<ul><li>fill with</li><li>provide / supply sb with sth</li></ul>
nouns	<ul> <li>relationship / connection / contact with</li> </ul>	(also between)
	OF	
adjectives	<ul> <li>aware of # unaware of</li> <li>capable of # incapable of</li> <li>full of / guilty of</li> <li>jealous / envious / suspicious of sb</li> <li>nice / kind / silly of you to (behaviour)</li> </ul>	<ul> <li>proud of = ashamed of</li> <li>short of money/time</li> <li>sure / certain of (or: about)</li> <li>tired of</li> <li>typical of</li> </ul>
verbs	consist of     die of	approve of     dream of (= wish to do / plan)
поилѕ	advantage / disadvantage of	- cause of / in search of
	ABOUT	
adjectives	<ul> <li>crazy / mad about</li> <li>happy / excited / enthusiastic about</li> </ul>	<ul> <li>puzzled about (or: by)</li> <li>worried / upset / nervous about</li> </ul>
verbs	worry about	dream about (sth at night)
nouns	• discussion / essay / book about a topic	
	FROM	
adjectives	different from (or: to)	
verbs	<ul> <li>differ from (be different from)</li> <li>protect sb from</li> <li>refrain from smoking</li> </ul>	<ul> <li>stem / derive from an origin</li> <li>stop / prevent from happening</li> <li>suffer from a disease</li> </ul>
	ТО	
adject <del>ives</del>	<ul> <li>accustomed to</li> <li>addicted to</li> <li>allergic to = immune to</li> <li>attracted to</li> </ul>	<ul> <li>kind / nice / cruel to (attitude)</li> <li>identical / similar / inferior to</li> <li>married / engaged to</li> <li>sensitive to</li> </ul>
verbs	<ul> <li>explain to</li> <li>listen to / write to</li> <li>object to</li> </ul>	<ul> <li>prefer sth to</li> <li>shout / throw to (without aggression</li> <li>speak / talk to (or: with)</li> </ul>
nouns	attitude to     damage to	<ul> <li>key to a door / solution to a probler</li> <li>reply / answer to</li> </ul>

# Nouns / adjectives and verbs followed by more than one prepositions

- angry / annoyed with sb about sth / for doing sth -> He was angry with Jane for being late.
- sorry about sth / for doing sth -> I'm sorry about the delay / for being late.
- talk / speak to (or: with) sb about sth
   Can I talk with you about this thing?
- apply to a company for a position 
   → He applied to British Airways for a job as a pilot.
- thankful / grateful to sb for sth → I am grateful to you for sending me the documents
- argue with somebody about something I often argue with him about the mess in his room

	care about (= consider important) $\rightarrow$ I really can care for (= like/would like) $\rightarrow$ Would you care for take care of (= look after) $\rightarrow$ Can you take care hear about (= learn about) $\rightarrow$ Did you hear about hear of = know that sth or sb exists $\rightarrow$ I've never hear from = receive news from sb $\rightarrow$ I hope to he think about $\rightarrow$ What are you thinking about? think of (= plan) $\rightarrow$ I'm thinking of buying a new Note! For other verbs followed by specific prepositions so	re about her for a drink?  e of the kids while I'm at the shops?  ut the earthquake?  r heard of her.  hear from you soon.
1	Match the adjectives on the right (1-8) to the pre-  1  accustomed	epositions on the left (a-h).  a with d to b of e on c about f at
2	Complete the following definitions with the mis about at(x2) for(x3) in responsible business depend	of on(x3) to with(x2) fond full interested pay
	<ul> <li>1 When you travel work you travel on and not pleasure.</li> <li>2 If you are the person in charge sales in a company you are for the sales department.</li> <li>3 A place is packed people when it's of people.</li> <li>4 If you are late school it means you haven't arrived there time.</li> <li>5 You are proficient a language when you are brilliant speaking it.</li> </ul>	6 If you're mad football it means you're of it. 7 When something is sale the price you have to for it is lower than usual. 8 If you are addicted sleeping pills you on them to sleep well. 9 If you are bent revenge it means you aim taking revenge. 10 You get bored something when you
3	V .	
	at for from (x2) in of  1 I have to apologise Ms Trent being late.	f (x4) on to (x3) with (x2)  6 I feel ashamed myself: it was so silly me to behave like that
	2 John Keats suffered TB and died consumption the age of 25. 3 Portuguese differs Spanish.	7 Hip Hop is very popular teenagers, but my daughter isn't keen this kind of music.
	4 I'm angry my brother because he's always so rude me. 5 I had to shout my uncle because he was a bit hard of hearing.	8 I don't approve people who drive and drink because they put others danger.

# 4 First Fill in the gaps with ONE suitable word.

Dear Ms Smith, the position of receptionist at the Apple Tree Hotel advertised (2) I would like to apply (1) the Sunday Times. I am very interested (3) filling this position as I am familiar (4) it and impressed (5) what I have heard (6) your hotel I feel that I am the ideal candidate for this position based (7) my education and past experience working as a receptionist for several companies. As you will see when you review my CV, I have extensive background experience working in offices and as a receptionist. I am very good (8) \_\_\_\_ organising my work and I feel (9) \_\_\_\_ ease working in a busy office. environment. Moreover, I am accustomed (10) \_\_\_\_\_ dealing (11) \_\_\_\_\_ people in general. In my last position at the JBC Corporation. I served as a receptionist in a very busy sales department where scheduling meetings, answering the phone and greeting clients I was responsible (12) I am ready to begin immediately and would appreciate an in-person meeting with you. I thank you (13) advance for taking the time to read my letter and CV and do sincerely hope to hear (14) is convenient for yourselves. Yours sincerely, Pamela L. White

5 Listen to the speaker illustrating the chart below and underline the correct word in brackets to complete the text.

The chart shows the changes 1 (of / in / for ) the annual market share of four hi-tech products 2 (of / on / over) a period of 4 years. Overall, there has been a steady growth 3 (in / of / on) the sales of smartphones and tablets, whereas the total amount of PCs on the market dropped 4 (in / by / for) 20%

The strongest product category appears to be the smartphone sector, which has increased 5 (by / of / from)



55% at the beginning of the period to 60% in 2015, the sales of this product are expected to increase 6 (in / to / by). 5 more points in 2016 and reach a market share of 70% in the following year.

Tablet sales show a trend that is similar 7 (at / with / to) smartphones in 2014 the market share of this product was only 10% but it is expected to grow 8 (by / in / to) 5% in 2016 and remain the same over the next year. The forecast is based 9 (for / on / in) the fact that in 2015 the tablet sector held 13% of the market.

By contrast, there was a dramatic decrease 10 (in / on / by) desktop PC sales, which dropped from 15% 11 (by / of / to) 10% in 2015. Demand 12 (of / in / for) this product will lose 2 more points in 2016 and it is estimated that 13 (in / at / by) 2017 the desktop market share is will be one third of the 2014 figure.

The portable PC market share shows a less dramatic decrease starting from 20% in 2014 in 2015 it decreased 14 (by / in / from) 3% and it is expected to lose 5 more points in the following year. The 2017 portable PC sales are expected to be half the share they had at the beginning of the 4-year period.

6 Listen to the recording again and write the percentages where it is missing in the chart.

- Verb-noun collocation refers to the correct way of matching verbs and nouns in fixed expressions. Apart from a few general guidelines, most verb-noun collocations are based on usage rather than rules.
- Do is used when talking about actions in general and it is typically used with
  everyday activities ending with -ing as in do the shopping or do the washing up,
  sports done in a gym as in do aerobics or do karate;
  activities involving work or a task to complete.
- Make is used when there is a practical result of the action or when it means to produce or manufacture as in make a cake or make dinner (the result of cooking).
- Have is normally used when the activity involves food or drink intake as in have breakfast or have some tea
- Take often substitutes have when the expressions are used in American English (see expressions with an asterisk \*), but it is also found in many other fixed collocations.

DO	N.	MAKE	HAVE	TAKE
(sb) a favour	a change	a wish	an argument	a bow
a (good) job	a choice	amends	a bath *	a break
an exercise	a complaint	an apology	a break *	a breath
an experiment	a decision	an application	a chat	a day off
an operation (on)	a difference	an appointment	a cigarette	an exam (or: sit)
a test (or take)	a discovery	an attempt	a dream	a message
a course	a fuss	an effort	an experience	an opportunity
good / harm	a journey	an exception	a great time / fun	a photo / picture
one's duty	a list	an excuse	a holiday / trip	a risk
one's best	a living	an investment	an interview	a step
one's homework	a mess	a speech (or give)	a look *	a taxi (or get)
business	a mistake / error	arrangements	a nap / some rest *	action
(some) practice	a move	contact (with sb)	a party (or: throw)	advantage (of)
(some) research	a noise	fun of sb	a seat *	care of sb
something	a phone call	friends (with)	a shower *	charge
the chores	a pian	notes (or: take)	a swim	notice
the dishes	a profit / a loss	progress / headway	a trip *	part (in)
the housework	à promise	топеу	a vacation *	place
the laundry	a reservation	one's bed	a walk *	pride in sth
well (in a subject)	a suggestion	peace / war / love	a word with sb	revenge
badly (in a subject)	a try (or: give)	sense / sure	in common	turns

 Get may have several meanings according to what follows the verb: it can mean the same as become, or it can means receive / take / obtain or arrive in a place.

GET = become (reflexive function)	GET = obtain / take / receive	GET = reach / contact
get ready / started / dressed	get a job	get home
get engaged / married / divorced	get a shock / the impression	get here
get late / dark	get permission	get there
get lost	get fired / the sack	get to the station
get worried / angry / upset	get a good mark	get in touch (with)

- Some phrases may take different verbs and mean different things:
   Impression you can make a good or bad impression on someone when you first meet them, but you do an impression when you imitate one's gestures and voice.
- Time You have time if you aren't busy, but you make time for something or someone if you voluntarily
  find time to do something, if something takes time it means it lasts for some time; if you take your time it
  means you can do things without any haste, finally, you do time when you are in prison for a period.
- Chance you have a chance when something unexpectedly good happens to you, but you take a
  chance when you take advantage of the opportunity given and you miss the chance if you don't.
- Mind You decide to do something when you make up your mind, but you can change your mind about it.

#### Other common verb-noun collocations

- Pay pay a visit / pay a call on (= visit) / pay attention / pay a compliment / pay your respect
- Come come to an agreement / a decision / an end / a standstill come true come alive
- Catch catch fire / catch a cold / (the) flu catch someone's attention catch a bus catch sight of
- · Achieve achieve a goal / achieve a dream / achieve success / achieve a result
- Call call in sick (not go to work) call a meeting / an election call a strike
- Miscellanous → break a rule / a promise / e record cast a spell commit suicide drive sb crazy fall asleep / in love with give it a try / a go go on a trip / skiing / mad hold office / a meeting / hands join a club / the army lay the table / an egg light a fire meet one's needs pack a suitcase place an order raise money / a family score a goal / a point set an alarm start or kill an engine wage a war

#### Verb-noun collocations that are easily confused

brackets. You must use between 2 and 5 words.

1 There's no hurry Please don't rush (time)

- You say goodbye / a prayer but you tell a lie / the truth / the time / the difference, you talk
  nonsense but you speak a language
- You gain weight / access (to) / importance / strength / momentum / confidence / control, but you earn money / a reputation / respect and you win a prize / a competition / a war
- You can waste time / money, but you miss a train / a lesson / the point / the chance and you lose weight / a game / a job / control / the way / your temper / confidence / touch (with)
- You press a key but you push a button and you switch / turn on and off the light

	Match the parts of the sentences on the right (1-6) to t	he ones on the left (a-f).					
	1 I'd like to make	a a test the following day.					
	2 🔲 I suggest you take	b a bow to thank the audience.					
	3 Cindy started crying because she'd had	c well in a university exam.					
	4 At the end of the play the actors took	d a deep breath and relax before the show					
	5 This book will help you to learn how to do	e an appointment with Doctor Robinson.					
	6 Josh was studying because he had to take	f a nightmare.					
2	Underline the correct verbs.						
	1 Excuse me can I make / do a phone call? I need to 2 When I do / take these exercises I always do / mak						
3 My son always makes / gets a fuss when I ask him to get / take care of his little brother							
	4 Can I have / make a word with you? We need to do / make a few changes to our schedule.						
	5 My mother makes / takes a lot of noise when she n	nakes / does the chores.					
	6 I take / do judo three times a week and I often take	/ make part in competitions at weekends.					
3	First Complete the second sentence so that it has a sin	nilar meaning to the first using the word in					

2	My brother and I are completely different. (common)	My brother and I	
3	I said hello but she ignored me. (notice)	I said hello but she	of me.
4	He lost the job because he was always late. (sack)	He	because he was always late
- 5	Has your sister decided yet? (mind)	Has your sister	yet?
6	Our trip to Singapore was great fun. (time)	We	on our trip to Singapore.
7	I wish my English were improving. (progress)	l wish I	my English
8	He tried not to laugh when he saw the man (effort)	Не	laugh when he saw the man.

There's no hurry. You can

4	Read the definitions and write the correct verb-noun collocations from the box. You can use the	
	verbs more than once.	

			catch	do		make	pay	tak	е
		ател	ds an	impression	a risk	fire _a	Liourney	sight of	attention
5	foll lt v (1)	having cause requires could be easier	ds an  oke a jour consed injury star focusentration will hea s with the for you to	impression  mey: go on a  npensate som  or damage.  It burning.  Its on sometion  r a professor  e missing wo  o get (0) 1-00  ing more than	a risk  trip, travel  neone after  hing that  suggestin  rds.  y for your  n a course	fire _a  fr  fr  fr  fr  fr  fr  fr  fr  fr  f	and gesting have a new you organis	sight of  : in  ures  do egative effe  get  epare for an ethe work  to decid	attention  Intate someone's voice  something that may  ct or be dangerous  a glimpse of something  n exam. Complete the
6	to I	learn the sub a can also (4) a should do n the main point t relax on the end.	many (5) nts if you e day befo	you start strength you start strength you start strength was are preparing one (7)	udying it. earch on the learch	he Interne re studyr ral test. ast effort:	et to improving for a wri	ve your kno tten test an	wledge of a topic. d (6) a list _ a walk or talk with a
	2 3 4 5 6 7 8	Don't He I hardly eve Too bad! W After the did I often	yo our resp er /e et i the in	ur time in cla pect by being	consistent consistent of but some to win consistent to I had to so I had to	notes, as it with the letimes it hampions buy new fun of us	k questions principles s really had hip again! clothes.	and try to he taught rd to keep o	use new words.
	1 2 3	A lose A won	B have B waste B took B lose	C make C miss C gained	D achie D take D earne		N. S. S.	6	

# Phrasal verbs (1)

Phrasal verbs have a verb + preposition / adverb structure that often changes the original meaning of the root verb (e.g. get \* get up). Sometimes they can take two prepositions (e.g. look forward to). They are used extensively to express a lot of actions in everyday English and are best learnt in small groups by using them in context with as many examples as possible.

They can be **separable** if the verb and the preposition can be separated, or **inseparable** when they must be kept together. In **separable** ones you can choose which form to use if the object is a noun but **you must separate them with pronouns**. Look at the examples

Separable (S) + (with nouns) Can you pick up the kids at 7? OR Can you pick the kids up at 7?

+ (with pronouns) Can you pick us up at 7? (always between verb and preposition)

Inseparable (I) → (always together) I take after my mother. (not: I take my mother after) In the following list the inseparable verbs have an asterisk \* For other verbs + prepositions see Unit 36.

Unit 36.							
	GET	get on / off a bus / a train / a bike (=board) get into / out of* a car / a room (=board / enter) get on well with / get along with* my mates (=have a good relationship with) get back* from a trip (=return) get round to* doing sth (=manage to do)	get over* a problem / an illness (=recover from) get away* for a holiday (=go on holiday) get away with* the jewels / a fine (=escape / be punished lighly) get back at* an enemy (=take revenge on) get by* (=manage financially)				
	LOOK	look back* in time (=think about the past) look for* my glasses (=search) look round* a building (=inspect) look like* an actor (=resemble) look out* (=be careful)	look forward to* an event (*be eager to do) look up a word (*search in a directory) look up to* a person (*admire) look down on* a person (*despise) look into* the subject (*investigate)				
	PUT	put on clothes (=wear) / a show (=present) put off a meeting (=postpone) put out a fire (=extinguish) put up a tent / a painting (=erect / hong) put up with* an annoying person (=tolerate)	put forward a proposal (=suggest) put in a request (=moke a request) put away books (=put in the right place) put up a friend (=give food and a bed) put through to a person (=connect by phone)				
	GO*	go out at night (=spend time out) go out with a girl (=date someone) go off (=be too old to eat)	go over a lesson (=revise) go ahead (=keep doing something) go on talking (=continue)				
	TURN	turn on / off (or out) the PC (*switch) turn up / down the TV (volume) turn down an offer (=refuse)	turn up* at a party (*armve) turn into* a different thing (=transform) turn out* to be (=be in the end)				
	TAKE	take up gardening (=start a hobby) take down notes / a tent (=wnte / = put up) take over a business (=conquer / start to manage something)	take off* (=start flying or having success) take off your hat (=remove) take on a responsibility / a new secretary (=assume / hire)				
	COME*	come across an old photo (=find by chance) come into a lot of money (=inhent) come in handy (=be useful)	come round for dinner (=visit one's home) come down with the flu (=cotch on illness) come up with an idea (=think = solution)				
		break up* (=separate/divide)	break down* (*stop working)				
	BREAK	break into* a house (=enter illegally)	break out* (=wars and epidemics)				

## Other common phrasal verbs

bring up a son / a subject (=raise/mention) - bring about the recession (=cause to happen)
call back (=phone later) - call off a match (=cancel) - call on\* a friend (=visit)
cut in\* (=interrupt) - cut off\* (=isolate - separate) - cut down (on)\* cigarettes (=reduce)
do away with (=eliminate) - do without (=manage without) | do up a flat (=redecorate / repair)
drop off (=leave somewhere) - drop by/in\* (=visit) - drop out of school (=leave without finishing)
fall down\* the stairs - fall off\* the bike / a bridge - fall out\* of a pocket - fall out with\* sb (=argue)
give up smoking (=stop) - give in\* (=surrender / agree to do) - give back a CD (=return something)
hang out\* with friends (=spend time with) - hang up\* (=end a phone call) - hang on\* a minute
(=wait)

make up a story (=myent) - make (it) up after a quarrel (=be friends again) - make out (=understand)

pass out\* (=faint) - pass away\* (=die) - pass down to your children (=transfer to next generation)
pay off a loan (=finish paying or be profitable in the end) - pay back (=return money or take revenge)
pick up from school (=collect) - pick up a language (=learn easily) - pick out a colour (=choose)
run into\* a person / a tree (=meet by chance / collide) run out\* of food (=finish / have none left)
stay in\* (=stay at home) - stay up\* late (=be awake) - stay away from\* (=avoid being involved)

#### Note!

The phrasal verbs listed above are just a few compared to the existing large quantity. Remember that many phrasal verbs may have more than a meaning depending on context.

- Underline the correct verbs.
  - They got on / into the taxi and left.
  - 2 Please, put out / into your cigarettes before boarding the train.
  - 3 I took / got up photography many years ago.
  - 4 When did World War I break out / go ahead?
  - 5 Excuse me, could you put me through to / up with the Sales Manager, please?
- 6 I ran into / came across Bob on my way home.
- 7 If you don't know the word look for it / it up in the dictionary.
- 8 You'd better go on / over your essay before handing it in.
- Complete the following sentences using pairs of phrasal verbs (in the correct tense) with opposite meaning. Look at the example.

break up come down drop off fall out get off get-off get over go out(x2)
look down look up make up pick up put on put up stay in take down take off

,	dollar look b	ip make up	bier ab ba	r out   pr	at ale	stay iii	TORC BOILI	tuite bi
0	Last week we	got on the train	n Paris and we	got off in	Rome			
1	Yesterday I	all the	posters of sing	gers that I	had		when I was 1!	5.
2	1	with my brother	some years ago	but we		after	a few months.	<b>.</b>
3	1	with Cindy for 3	years but we _		when:	she went	to Stanford U	niversity.
4	Ann usually	her d	aughter from so	hool at 4	and		(her) at the gy	m at 5.
5	You have to _	your	shoes and	sl	lippers ir	Japanes	e homes.	
6	I don't feel like	e to	night: I'm too ti	red so l'Il				
7	1	with pneumonia	last August and	111	it i	after a m	onth.	
В	Many teenager	rs to	celebrities but	they tend	to		on ordinary pe	ople

3	Rewri	ite the sentences	replacing the nouns wi	th the pro	nouns.	
	1 Yo	o must call back	Susan this afternoon			
	2 M	y grandma passed	down these diamonds	to me.		
	3 Pv	e put up with Ma	tt since he was born.			
	4 Ha	eve you paid off y	our mortgage?			
			oking to improve my he	alth.		
			ing into the murder.			
A	Th/min.	o avitable abase	al mark swith tong differ		i- the	
4			al verb with two differ			
		re never		-	ling band since I	•
	Há	as the plane		yet? No,	departure's at 9.1	0.
	2 W	hy did you		this issue	again?	
	Fe	w parents		their chil	dren strictly now	adays.
	3 W	hen Bob		the confe	rence had just st	arted.
	M	r Ericson				about the kidnapping.
	4 M	v brother [		the job h	e was offered her	ause he didn't like the boss.
		Have you 5  5 Brenda doesn't			ng? It's freezing i	
					-	
					well with her flatmates: she wants to move out.	
		ome on,		my scoot	er: we're going to	the lake,
		ney managed to			Rogers' jewellery	•
	l'o	like to		for the w	eekend: I need a	holiday.
5	brack	ets. You must use	between 2 and 5 word  or is out of order. (broke	s.	I'm sorry the pro	e first using the word in nter's
		s story can't be to		,	He must	the story.
		hat caused the ch			What was	by?
			d of all this junk? (do)		Let's	all this junk
			those people. (stay)		You'd	those people
		•	blood I lost consciousnes	s. (passed)	1	as I saw all that blood
	7 W	hy don't you have	e lunch at my place? (ro	und)	Why don't	lunch?
	8 Yo	ou shouldn't eat s	o many sweets! (cut)		If I were	on sweets.
6	4 11	First Listen to 6 :	peakers and answer ea	ach questi	on with A, B or	C. You will listen to the
	record	ding twice.				
	1 Th	ne woman says th	at	4	The man says	
	A	there aren't e	nough eggs.		A _ they decide	d to buy the house after 6 months.
	В	there are no	eggs left		B they redeo	orated the house for 6 months.
	C	there are mo	re eggs than cheese.		C _ they had	the house built in 6 months.
	2 Th	ne man		5	The girl is sad b	ecause
	A	Is glad he fin	shed university.		A  the party	has been cancelled.
	В	was hired by a	company after graduating	7	B _ she won't	be able to go to the party.
	C	didn't get a d	egree.		C _ she misse	d the party on Friday.
	3 Th	ie woman says		6	The woman is ta	lking about someone who has
	A	a friend phor	ed her unexpectedly.		A spent a lot of	of money though her salary's low.
	В	she visited he	r friend after a long time	1.	B 🔲 a job that i	makes her earn a lot of money.
	C	her friend dre	opped by.		C _ inherited	a lot of money and won't
					need to w	orry anymore

# Phrasal verbs by preposition

- Phrasal verbs can also be grouped according to the prepositions they take, which often have special functions. Apart from literal meanings, as in stand up - he down - turn around - come back, these prepositions may share common functions in several phrasal verbs, for example, UP often refers to completing an action (eat up - use up) or to an improvement (cheer up - brighten up), OFF indicates separation, moving apart or interruption of an action (take off - get off - turn off); OVER indicates the end of something or changing position (get over - turn over - come over).
- In several cases the phrasal verb changes its meaning according to the idiom containing it: this often happens with the verb BE. Here's a list of examples of phrases with BE + prepositions
  - What's up? (=What's happening?) Time is up (=the time for something has expired) up
  - I wonder what the kids are up to. (=plan to do often something secret or wrong). up to He's not up yet. (=still in bed) – It's up to you. (=you decide / you have to do it)
  - → What film is on at the Odeon? (-being broadcast on TV or at the cinema) on
  - → I'll put up a show: who's in 'I'm in. (=agree to take part) He's not in. (=be at home) in
  - → Are you into astrology? | He's into rock music. (=be an expert or fond of) into
  - → They're out on a trip. (=be absent from a place) School is out. (=school has finished) out → We're out of butter. (=have no more left) – This printer is out of order (=not working). out of
  - The film is over. (=finished) He dumped me, but I'm over him now. (=have recovered) over
  - → I'm not over with my homework. (=have finished) over with
  - off I'm off home. – We were off to the airport. (=be going somewhere – depart)

ask sb out (=ask sb to go out with you) point out (=remark on, underline) carry out a reform / a survey / an sort out a problem / the laundry / the post experiment (=accomplish / perform a task / (=solve / arrange according to category) rule out an option (=eliminate, prevent) complete) stand out\* in the crowd (=be very different) cross out a word (=delete) OUT die out\* (=become extinct, fade away) storm out\* (=leave a place angrily) find out about something (=discover) wear out (= tire sb / use something to the end) figure out a problem (=understand / solve) work out a plan/problem (=accomplish, hand out a leaflet (=pass papers to people) solve) leave out (=omit / not include)

back up a colleague/theory (support / prove) live up to\* (=prove as good as expected) brush up your English (=review a language) speak up\* (=speak louder or without fear) catch up on\* news / work (=update one's set up a company / a meeting / a person information / cope with backlog at work) (=establish / organise / falsely incriminate) catch up with\* sb (\*join or reach / update) sum up an article (\*shorten, abridge) build up a business / hope (=strengthen)

break down\* (\*collapse psychologically) lie down\* on a sofa (\*rest horizontally) pull down a building (=demolish) run down (over) a person (=hit with a vehicle) slim down\* (=lose weight) close down a company (=cease operation) track down a fugitive (=find by pursuing) let down your parents (=disappoint)

> set off (or: out)\* on a trip (=leave) set off an alarm (=make sth ring or trigger) show off\* (\*boast or display proudly)

work out\* at the gym (=train / proctice)

join in with a group (\*feel to be part of) let in the dog (=allow someone to enter) turn in a thief (=report to the police)

name after\* a long (=give the same name as) take after\* your mother (=look like a relative)

UP

hold up a bank (=rob wih weapons)

burn down a house (=destroy by fire) calm down\* (=relax) DOWN

go off\* (of a bomb = explode) hit it off (=get on well immediately) OFF see sb off (=say goodbye when one's leaving)

> fill in a form (\*complete all the parts) fit in\* with a group (= feel to be part of) hand in an essay (=submit / deliver)

go / run after\* a killer (=chase / try to catch) AFTER look after\* a baby (=take care of)

IN

	OVE	R pull ov	er (=for cars to	iside to create spo draw aside and sto down with a vehic	op)	stop over* in London (=break a journey) talk sth over (= talk about sth after thinking) think sth over (=consider, ponder)			
			Pain	s of phrasal verbs	with o	pposite meaning			
	com	e up* (*rise)	- go down* (=	sel)					
				at 7.12 and goes					
1		*				ke or become colder)			
				running and cool lown (=decrease o		· · · · · · · · · · · · · · · · · · ·			
	-	,		r, if you slow dow					
- 1	_			ck out / out of (=/		·			
	→ T	he Smiths ch	necked into the	hotel yesterday a	fternoo	n and checked out this morning.			
	n to	rsenarable obra	acal verbs / sh = s	omebody / sth = some	ethine				
	71	nochanonia him		2000					
1	Mat	ch the parts	of the senten	ces on the left (1-	8) to th	e parts on the right (a-h).			
	1	□ I asked	her out last Sa	turdav	a	unless we protect this endangered species.			
	2		up the firm la			but my brother is very different from him.			
	3  The film didn't live up to our expectations					I'll back you up.			
	4  I take after my father 5  I'm sure they'll die out 6  Don't be afraid to speak up.					d but she turned down my invitation.  e the robbers that held up post office.			
						but Annie loved it.			
	7	☐ The rese	earch has been	carned out	it can't have closed down.				
	8	The poli	ice are going at	fter	h	based on last year's statistics.			
2	<b></b>	01							
2				complete the sent					
					-	same films and loved the same kind of music.			
		_				inately it didn't get hurt.			
					_	at Mr Lewis was involved in the scam.			
						due to this year's recession.			
		_				on a ship called 'Mayflower'.			
						flats and rushed down the stairs.			
7 The police Jake over to test him for alcohol. 8 Please, move: I'd like to sit in the couch, too.									
1				ehind that hill las	-				
	0	MID VEUDQU	001 01	the office threaten	ing to s	oue the company.			
	1	A went	B took	C hit [	) saw				
		A off	B over		out				
		A ruled	B sorted		left				

10

A up

A left

A got

A over

A got

A crossed

A stopped

B off

B took

B went

B moved

B away

B went

B sorted

C down

C went

C took

C ran

C up

C came

C watched

D over

D set

D let

D in

D pulled

D set

D stormed

- 3 Substitute the underlined parts using suitable expressions with BE + prepositions. Change the tense when necessary.
  - 1 Linda's been behaving in a very strange way: I wonder what she's planning to do.
  - 2 The match had finished so all the spectators started leaving the stadium
  - 3 I'm sorry, I don't know who the Beach Boys are: I don't know much about the Sixties.
  - 4 Hello, is anybody at home?
  - 5 The lift has broken down, we'll have to climb the stairs.
  - 6 We'll be going to the station at 3pm tomorrow
- 4 First You will hear five people saying something. Choose from the list A-H what each speaker says. There are three extra letters that you do not need to use.
  - A We have to catch up on things.
  - B I need to brush it up.
  - C She reported him to the police.
  - D I didn't get on well with her.
    - Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4 🗔
  - Speaker 5

G I had a coffee with her last Saturday.

I speak German with him every day.

1 expected it to be better.

F I didn't fit in with the other guys.

5 Write the missing sentences under each of the four pictures.









- A Drive sober or you'll get pulled over.
- B Departing guests must check out before noon.
- C Jane let the cat in and he ate her lunch
- D Private Property: Keep off the grass!

# Word formation: adjective suffixes

- English adjectives are formed by adding a suffix to the root, which is often a noun or a verb.
- There is no simple rule for understanding which suffixes to add to a noun or verb, but there are common patterns, which often depend on the origin of the word (Old English, Latin, French, Greek, etc).
- Sometimes the same root can give several adjectives with different suffixes meaning different things.

suffix	meaning / usage	adjectives from roots that are mostly nouns		
-ISH		Poland → Polish	England → English	Denmark → Danish
-ESE	from a country or	Genoa + Genoese	China + Chinese	Portugal + Portuguese
-AN	a geographical area	Italy + Italian	Korea + Korean	Africa + African
4		Israel → Israeli	Kuwart → Kuwarti	Pakıstan → <i>Pakıstani</i>
-FUL	rich in, full of	care → coreful	use useful	hope → hopeful
-AL		use → usual	person → personal	influence → influential
-IC	related to	hero + heroic	science + scientific	optimist + optimistic
-ICAL		physics + physical	history + historical	whim + whimsical
-ARY		order → ordinary	custom → customary	image → imaginary
-γ		noise → noisy	mist misty	sleep → sleepy
-ous	having	poison + poisonous	danger + dangerous	marvel + marvelous
-LY	that	order → orderly	life → lively	coward → cowardly
-SOME	quality	awe + owesome	loath + loathsome	quarrel • quarrelsome
-ISH		snob → snobbish	sheep → sheepish	child → childish
suffix	meaning / usage	adjectives from roots that are mostly verbs		
-ABLE	showing potential	adore → adorable	enjoy → enjoyable	remark + remarkable
-IBLE	quality	elect • eligi <b>ble</b>	sense • sensible	access • accessible
-ANT		please → pleasant	tolerate → tolerant	ignore → <i>ignorant</i>
-ENT	performing quality	urge + urgent	obey + obedient	affluence → affluent
-IVE		talk + talkative	sense + sensitive	imagine + imaginotive
-ING	cousing effect	please + pleasing	love + loving	annoy • annoying
-ED	receiving effect	please + pleased	hore + bored	annoy → annoyed

- There is a small group of adjectives starting with an A- prefix, which includes words like alike (=identical) / akin (=similar) / awake (=not sleeping) / asleep (=sleeping) / alone (=by oneself) / aware (=conscious, knowing) / aloof (=cold, detached) / ajar (=slightly open for doors)
- These adjectives are only used in attributive position (i.e. not before a noun).

1	Write the nouns correponding to each of these adjectives and match them to the correct synonym.
	Look at the example.

0	C funny	fun	A dangerous
1	sympathetic		B awesome
2	□ bad tempered		<b>ℒ</b> amusing
3	risky		D quarrelsome
4	wonderful		E aloof
5	■ habitual		F customary
6	snobbish		G understandin

1 I had a very TIR journey so I needed some rest. 2 Oysters are the most DISGUST foods I've trred. 3 The gig was rather DISAPPOINT the singer was awful. 4 The little boy was hungry and FRIGHTEN 3 Underline the correct adjective in each sentence. 1 Don't make a noise: the children are sleepy / asleep. 2 We spent a pleased / pleasant evening with the jeffersons. 3 Don't make fun of your sister: you know she's very sensitive / sensible. 4 I can't even think of eating that lobster: it's alove it here. 5 Listen to the definitions of the adjectives (t-6) and write the correct synonyms from the box next to them. 6 abominable embarrassed not brave rich tidy unpredictable in high sheeps have that surple in the correct synonyms from the box next to them. 6 a novel is a book that tells an imaginary / imaginative story. 7 Selfwent = Sheeps + Sheep	2	Write the correct suffix in the spaces choosing	between -ING or -ED.
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## Word formation: noun suffixes

- English nouns are formed from verbs, adjectives or other nouns: like adjectives they are characterised by typical suffixes that mostly come from Greek, Latin, Old French or Old English.
- Suffixes can often be inferred based on their function for example the suffix -ism is typically found in attitudes, social trends or political ideas or religions (consumerism, Communism, Taoism);
   -ness and -ity often refer to qualities (shvness, curiosity); -ship and -hood often refer to human relationships (friendship, motherhood), -ist and -ian are typical of jobs (psychologist, politician).
   -ics is the typical ending of sciences (physics, politics), -er and -or typically refer to people or machines that carry out specific actions or tasks (farmer, calculator)

Membres	es that carry our specific actions of tasks (tirmer, turcatorir)						
suffix	nouns mostly coming from verb roots						
-AL	try → tnal	deny → denial	amve → arrival	approve → approval			
-AGE	use + usage	marry → marriage	pilgrim → pilgrimage	inherit + heritage			
-ANCE	ally • alliance	apply + appliance	attend + attendance	endure + endurance			
-ENCE	silent + silence	differ + difference	exist → existence	resilient + resilience			
-ERY	brave + bravery	brew + brewery	slave + slavery	machine + machinery			
-ING	mean • meaning	land + landing	meet + meeting	bless -> blessing			
-MENT	argue + argument	enjoy + enjoyment	govern • government	employ + employment			
-SION	decide + decision	visual + vision	explode + explosion	recede + recession			
-TION	act + action	receive • reception	produce + production	intend + intention			
-URE	fail + failure	please + pleasure	press • pressure	furnish + furniture			
suffix	nou	ins mostly coming from	adjectives or other nouns				
-DOM	king kingdom	bore - boredom	star → stardom	wise - wisdom			
-ENCY	fluent + fluency	agent + agency	frequent + frequency	current • currency			
-HOOD	boy + boyhood	likely + likelihood	brother + brotherhood	priest + priesthood			
-ICE	just → justice	serve → service	note → notice	coward → cowardice			
-ISM	race + racism	ideal + idealism	optimist + optimism	cynical + cynicism			
-(I)TY	anxious -+ anxiety	able → ability	safe → safety	vary → variety			
-NESS	noisy noisiness	sad → sodness	aware • awareness	wild → wilderness			
-SHIP	hard + hardship	reader + readership	scholar + scholarship	partner + partnership			
-TH	long → length	grow → growth	wide → width	deep → depth			
-ү	honest → honesty	jealous -+ jealousy	private → privacy	difficult -+ difficulty			
suffix	nouns ty	pically referring to pe	ople or their jobs and	functions			
-OR	jury + juror	direct • director	survey • surveyor	conduct + conductor			
-ER	law + lawyer	farm → farmer	employ + employer	research + reseacher			
-EE	train + trainee	refer + refer <b>ee</b>	employ + employee	refuge + refugee			
-ANT	assist + ossistant	serve + servant	defend • defendant	account + accountant			
-iST	art + artist	tour → tourist	science + scientist	physics + physicist			
-CIAN	diet + dietician	music + musician	magic + magician	politics + politician			

- · Other suffixes indicating human activities or jobs are:
  - -eer (engineer, pioneer, volunteer), -tress for female workers (actress, headmistress, waitress), -ent (student, president).

1 Complete the following chart with the nouns and adjectives from the box on the right.

		verb	noun	adjective	617	nagi	nary	ch	oosy
1		choose		(					,
2		succeed					healthy	success	
3		ımagıne			safety		health		image
4		vary							
5		heal			var	ety	various		thoice
6		save				1	safe	successf	al .
ŭ		2016							
2	Co	mplete the	sentences	with the corre	ect noun relate	ed t	o the verb in bra	ckets.	
	1			gans is one of			We've had a fev		n the past few
		*		modern medi			days. (argue)		•
		(achieve)				6	Vincent Van Gog	gh is my far	ourite
	2	I'd like to	make a	to the	sales		(paint)		
		departmer	nt. (compla	ın)		7	I've put on some	e (	weigh)
	3	How many	у	live there? (i	nhabit)	8	What's the name	e of the	manager?
	4	i didn't en	joy the live	eas	much as		(sell)		
		l expected	. (perform)						
3	Pi	Choose	A, B, C or 1	) to complete	the sentences.				
	1	She gave t	he baby a	look (	of love.	5	We had a	walk b	y the lake.
	2				m.		My father's best		
	3						is the		
	4	Are you in	iterested in	?		8	The reasons for t	his are mai	y and
	1	A mother	R	motherly	C motherho	hon	D mothering		
	2	A employ		employer	C employm		•		
	3	A trainer		trainee	C trainist				
	4	A policy		politician			~		
	5	A pleasur		pleasing			1		
	6	A image		imagination	-		•		
	7	A Coward		Coward	C Cowardly				
	8	A varied	8	variously	C variety		D vary		
4	Fi	Comple	te the seco	nd sentence s	o that it has a	sim	ilar meaning to t	the first us	ng the word in
·				between 2 an					3
	1	Tom's got	a lot of im	agination (very	/).		Tom 15 a		boy.
	2	How long	is the Than	nes? (the)					the Thames?
	3	I'd like to	improve m	y fluency in Ei	nglish. (becomi	e)	l'd like		in English.
	4	I was hap	py to hear	the news. (fille	ed)		Hearing the new	5	
	5	You usual	ly bite your	nails if you fe	el anxious. (di	16)	Nail biting is		
	6	-			unished. (esca	pe)	The boy ran awa	ау	
	7		•	very well. (lit			l have		
	8	You have	improved a	lot (great)			You've		

5	Circle the words that are both verbs and nouns among the one listed below. Write the correct
	noun next to the remaining ones.

1	warm	5	show	9	trust
2	heat	6	lose	10	delight
3	grow	7	notice	11	teach
4	hope	8	know	12	sing

6 Complete the grid writing the other words from the same family under the correct heading. In some cases there may be more than one word per category. Look at the example.

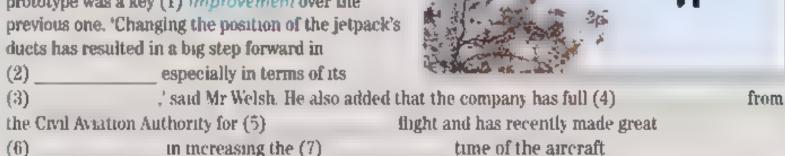
noun	verb	adjective	advert
1 relationship / relative / relation	relate	relative / related	relatively
2	impress	,	
3		·	usually
4 (	please		
5		carefree /	
6	prefer		
7	comfort		
8 sense /			

## 7 Listen and complete the article with words deriving from the words in the box.

certify	character	custom	develop	fly	head	<u>Imprově</u>	invest
man	maneuver	office	perform	prepare	refined	sell	simulate

## Pegasus Aircraft Company reveals latest jetpack

The Pegasus Aircraft Company based in Auckland has revealed details of its latest jetpack prototype. The company's CEO, Mark Welsh, said that the new prototype was a key (I) improvement over the previous one. 'Changing the position of the jetpack's ducts has resulted in a big step forward in



(6) In increasing the (7) time of the aircraft

The company's present focus is on further improving the (8) of the jetpack through some engine (9) in order to make it suitable for commercial sale. The company has appointed Henry Stuart to take on the role of Chief Finance (10) with a particular emphasis on assisting it in the (11) of the launch of the jetpack onto the market.

The jetpack continues to attract interest from potential (12) and (13)

The jetpack continues to attract interest from potential (12)

worldwide,' said Mr Coker. 'We are still concentrating on its (14)

are vehicle'. The company is also working on a jetpack (15)

for (16)

in the next few months.

## Word formation: verb affixes

 Many verbs are also nouns in English (coach, display, hurry, phone, etc), so the function of the word can only be understood in context. In some cases the only difference lies in the stressed syllable (record = noun / record = verb with the main stress on the last syllable). Compare these two examples:

I bought this yesterday. (=noun)

→ Do you often TV? (=verb)

Do you need a permit to fish here? (permit = noun) - They won't you to leave (permit = verb)

 Another little group of verbs shows similarity to the stem of the nouns they are related to, with a typical vowel change in the middle (song / sing - food / feed - drop / drip) or some other other minor changes (life / live - gift / give - breath / breathe). Compare the verbs and nouns in these examples:

Junk food is bad for your health.

Did you feed the cat? (feed = give food)

What he said is proof of his intelligence.

- What he said proves his intelligence.
- He was out of breath after running.
- → You must breathe more slowly.

#### Main verb prefixes

EN-	giving a certaing quality as in encourage (* give courage) or enable (* make sb able)						
	light • enlighten	able • enable	large • enlarge	sure * ensure			
	rich → enrich	force → enforce	bed → embed	power → empower			
RE-	doing the same action	n again or sending it ba	ck as in <i>return</i> and <i>refu</i>	nd			
	view - review	use -+ reuse	cycle → recycle	sell → resell			

#### Main verb suffixes

 The -EN suffix typically refers to shape, size, colour, light, composition, and gives or increases a certain quality as in strengthen (= give strength) or whiten (= make sth white)

-EN	length → lengthen	wide → widen	broad → broaden	like → liken
	height + heighten	sweet + sweeten	weak • weaken	strength + strengthen

 The following suffixes are often found in words from Latin / Greek origins as in sympathise - signify operate - finish. Many of these verbs are mostly used in more formal English

-ISE	real + realise	advice + advise	analysis • analyse	memory * memorise
-IFY	simple + simplify	class + classify	clear • clarify	pure + purify
-ATE	active + activate	creation + create	value * evaluate	date → update
-ISH	ban + bonish	final → finish	distinct + distinguish	complete + accomplish

Other typical verb affixes from Greek / Latin origin are:

IN- (which indicates acquiring something or an intake). increase - inhabit - inherit - inhale *in*flame

**CO-** (which indicates collaboration or working with): cooperate – cohabit – coexist – collaborate **-INE** (with different pronunciations): determine – examine – combine – define

 There may be more than one verb related to the same root but with different meanings, which can lead to some confusion. Here are a couple of examples.

assure (=make sb sure about sth) ensure (=make sure) insure (=provide insurance for sth) clear (=remove clutter) - clarify (=make sth clearer)

1	Build verbs with the sar	ne stem as the word pro	vided.		
	1 belief	5 high		9 ext	inct
	2 tight	6 character		10 ter	ror
	3 glory	7 dark			
	4 light	8 exam			
2	Complete the following	sentences with the verbs	relate	d to the words in bra	ckets.
	1 He was profu to the ER. (blood)	sely so they took him	4	Travelling is a great v horizons. (broad)	vay to your
	2 We the eas were tired. (choice)	est path because we	5	My parents have alwadevelop my musical g	
	3 They the mater team played better. (	tch because the other loss)	6	i with you - I' (sympathy)	'm unempioyed, too
3	Choose the correct word	among the three alternat	ives in	brackets.	
	1   can (insure   assure you'll be pleased with	e / ensure) you that h the results.	4	f want to (enlighten / hair a little bit.	light I lighten) my
	2 When I eat too much lose / loss) my belt.		5	These sculptures (mer commemorate) the victorial	morise / memories / tims of the Potato Blight.
	3   can't see any (imag		6		doesn't (force / fortify /
4		n in capitals at the end o rent to the one provided.		line to form a word t	hat fits in the gap.
		in planning the finest lux		ial carricas	SPECIAL
		a, always your car	_		
	_	death is to sleep		, , , , , , , , , , , , , , , , , , , ,	LIKEN
		me for the clothes I v			CRITICISM
		because the pain in my l		ad	WORSE
	6 Timid children may	sometimes to lo	ud peo	ple aggressively.	RESPONSE
	7 How is this word	?			PRONUNCIATION
	8 Don't forget to	_ your subscription before	e it exp	ires.	NEW
5	Listen to the pronu pronounced as verbs.	aciation of 8 words and p	ut a tic	k in the box next to th	nem if they are
	1 present	5 export		9 pro	otest 🗌
	2 live	6 object		10 inc	rease 🗌
	3 record	7 rebel			
	4 desert	8 suspect			
6		ig the other words from t e more than one word p		+	orrect beading. In
	noun	verb		adjective	adverb
- 1	threat			1 th	reateningly
2		fill	full	•	
3			agree	able	
4	1				creasingly
5	÷	1	l.		
6	1	1		er	novingly

## Word formation: privative and other affixes 43

		Main privative s	uffixes	
LECC	Typically used to form	the opposites of adject	ctives ending in -FUL	
-LESS	useful → useless	helpful + helpless	fearful -+ fearless	flawed + flawless
Note!				
Nouns for	med from these adjects	ves typically take the	suffix -ness: hopeless	hopelessness
		Main privative p	refixes	
	This privative suffix is	the most frequent one	and it can be used for a	all types of words
UN-	fikely → unlikely	sure → unsure	less → unless	aware → unowore
IN-	correct + incorrect	sane → insane	secure → insecure	credible + incredible
Note!				
	r that IN- is not only a	privative prefix. For e	example, invaluable doc	esn't mean valueless.
	means precious (=havi			
IM-	possible + impossible	polite + impolite	mortal → immortal	pure • impure
IL- / IR-	relevant + irrelevant	regular + irregular	logical + illogical	legal → illegal
DIS-	pleased + displeased	agree + disogree	like + dislike	courage + discourage
MIS-	behave + misbehave	lead - mislead	place + misplace	print → misprint
DE-	attached + detached	inflate + deflote	ascend + descend	increase + decrease
		Other prefit	tes	
OUT-	(often means more tha	an) outdo (=do better)	outnumber (=be more)	outlive (=live longer
UNDER-	(often means less than	n) <i>undergo</i>	underestimate	understatement
OVER-	(means excessively)	<b>overw</b> helming	overcome	oversleep
Note!				
	aps of words belonging	to the same family m	ay be confusing becaus	e they can take
-	egative affixes. Compa	*	,	-
ctive	→ inactive (adjective	_	nake sth inactive)	
ble			sabled (=adjective) - in	ability
pelief	→ disbelief (noun) –	unbelievable (adjectiv	ve)	
loubt	→ doubtlessly (adver-	b) - undoubtedly (ad-	verb)	
				and commenced h
care	careless (= not pay	ying enough attention)	- caretree (=naving no	wonites)

Write the opposites of the words in the box under the correct headings.

accuracy	available	conscious	fearful	honest inh	abited	interpret
Irterate mo	orality print	relevant	respectful	satisfied	sensitive	thoughtful
-less	un-	in-	/ il- / im- / ir-	dis-		mis-

2	Complete the following sentences with 6 of the negative words from the ones listed in exercise 1.  In the Middle Ages most people were, but things started to change after the introduction of the printing press.  I was hit by a stone and my wife found me lying on the ground  The man dented being a racist and said that his comment had been by the media.  Around 90 per cent of Canada's land is  When we arrived our rooms were for the first night of our stay due to plumbing problems.  If you hadn't made that remark on her clothes she wouldn't have been offended	
3	Match the adjectives (I-6) to their synonyms (a-g) and write the privative affix to a contraries.	nake them
4	The word must be different to the one provided.  We often find ourselves laughing (1) at the strangest moments, even when someone is in pain. As psychologists are discovering, those (2) giggles might be one of our most important and (3) behaviours.	APPROPRIATE HELP UNDERSTAND
	As a (4) at UCLA, Dr Sophie Robson has spent the last few years trying to answer these questions. 'Mirth may be the primary way of maintaining (5) couples who laugh together find it much easier to dissipate tension after a (6) event and they are also (7) to argue over minor matters.' says Robson. Although her more uptight colleagues might (8) of her flippant attitude, Robson understands that laughter may seem to be a trivial, ephemeral, (9) reaction to events, but it is (10) neutral - there's always a meaning to it.	NEUROSCIENCE RELATE STRESS LIKE APPROVAL POINT ARGUE
5	Listen to the extract from 'The Fall of the House of Usher' by E.A. Poe, and fill in the blanks the the correct word formed from the stem in brackets.	
	During the whole of a dull, dark, and (1) (sound) day in the autumn of the year, when the oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dre country; and at (2) (long) found myself, as the shades of the evening drew on, within view House of Usher I know not how it was—but, with the first glimpse of the building, a sense of (3) gloom pervaded my spirit [ ] What was it—I paused to think—what was it that so (4) (contemplation of the House of Usher? It was a mystery all (5) (solve); nor could I grapp e fancies that crowded upon me as I pondered I was forced to fall back upon the (6) (satisfied while, beyond doubt there are combinations of very simple natural objects which have the power still the analysis of this power lies among considerations beyond our depth. [ ] I reined my horse brink of a black and lurid tarn that lay in (7) (ruffle) lustre by the dwelling, and gazed downshudder even more (8) (thril ) than before—upon the remode led and inverted images of and the ghastly tree-stems, and the vacant and eye-like windows.	ary tract of  v of the melancholy  (suffer)  nerve) me in the  with the shadowy  (y) conclusion that  of thus affecting us,  to the precipitous  viii—but with a

#### Units 1-5

- 1 Underline the correct form. In some sentences there may be more than one choice.
  - 1 Kevin Richardson is a South African animal behaviourist who specialises / is specialising / has been specialised / is specialised in lions, leopards and hyenas.
  - 2 We haven't had / haven't got / don't have / haven't a TV for years.
  - 3 Tom is really fed up now, he waits / has waited / has been waiting / is waiting all day.
  - 4 You look angry Have you been arguing / Did you argue / Do you argue / Are you arguing with Sheila again?
  - 5 I can't stand Vera, she always shows off / is always showing off / has always been showing off / has always showed off.
  - 6 The man in this picture holds / has been holding / is holding / has held a flashlight in his right hand: I think there's just been a black out.

#### Units 2, 3, 4, 6, 7

- 2 Underline the correct form. In some sentences there may be more than one choice.
  - I I would be / used to be / was / have been very shy as a boy, though I had a few close friends.
  - 2 The threves broke into the building easily because everybody watched / had watched / was watching / have watched the solar eclipse
  - 3 A Were you meeting / Did you meet / Have you been meeting / Have you met my friend Bob yet?

    B Yes, he had been / has been / was / was being at the cinema with us last Saturday.
  - 4 I've been feeling / I've felt / I felt / I'm feeling sad since Karen left. I hope to see her soon.
  - 5 We're celebrating because it's been 25 years since we were morried / have morried / got morried / are married
  - 6 He passed all the tests even though he wasn't studying / hadn't studied / didn't study / hasn't studied much.

#### Units 8, 9

- 3 Underline the correct form. In some sentences there may be more than one choice.
  - 1 I think you are finding / will find / are going to find / will be finding Sandy at the library.
  - 2 I'm so excited: by this time tomorrow we will travel / are travelling / will be travelling / will have travelled to Paris!
  - 3 The play will start / starts / is starting / is going to start at 4.30 p.m. tomorrow so why don't we meet in front of the theatre at 4.15?
  - 4 I will see / am seeing / am going to see / will have seen my friends in town at 5 p.m. You could join us there.

#### Units 10, 11

- 4 Underline the correct form. In some sentences there may be more than one choice.
  - 1 Although Tom studies hard / hardly studies / studies enough / enough studies he always gets excellent marks.
  - 2 He's probable / unlikely / unlike / impossible to get here in time for the beginning of the show.
  - 3 He quickly ran / fastly ran / ran quick / ran fast away when he heard the shot.
  - 4 You'll have to work harder / hardly work / work more hard / work more hardly if you change job.
  - 5 I bought a nice velvet blue / nice blue velvet / velvet nice blue / blue velvet nice jacket at the new store on the corner.
  - 6 Try this delicious Italian red / red delicious Italian / Italian delicious red / delicious red Italian wine!
  - 7 I do rarely / don't often do / seldom do / don't never do the sudoku puzzle in the newspaper.
  - 8 | have still / still have / have still got / still have got to finish this exercise.

#### Units 12, 13

- 5 Underline the correct form. In some sentences there may be more than one choice.
  - 1 There's an / some / any / the ice cream on your T-shirt.
  - 2 Shall I bring you a little / some / any / a few strawberries, Madam?
  - 3 There weren't a lot / many / much / a great deal stalls at the market because of the rain
  - 4 You should keep both / either / every / all hands on the steering wheel when you drive.
  - 5 Nobody / No-one / None / Any of my grandparents is alive.
  - 6 Every / Each / All / Both of these 8 paintings belonged to my great-grandfather

#### Units 14, 15, 16

- 6 Underline the correct form. In some sentences there may be more than one choice.
  - 1 She's one of the cleverer / more clever / most clever / cleverest people I've met.
  - Nobody's nearly boring / more boring / as boring / so much boring as he is.
  - The more old I grow / older I grow / more I grow old / more I grow older the less I like going out at night.
  - 4 If you speak slowlier / more slowly / most slowly / the more slowly I'll understand you better.
  - Less and less / Fewer and fewer / Little and little / Least and least people buy paper books nowadays.
  - It was how / so / such / what an unforgettable experience that we kept talking about it for weeks.
  - 7 I'm less / fewer / a bit / a little plumper than I used to be in my teens.
  - 8 The item will be delivered by Friday at last / at the latest / at the last / at later.

#### Units 17, 18, 19

- 7 Underline the correct form. In some sentences there may be more than one choice.
  - 1 Mum needn't have / didn't need to / hadn't to / didn't have to wear glasses when she was younger.
  - 2 Connor mustn't have / couldn't have / can't have / mightn't have been at Steve's party he was in Ireland for work.
  - 3 You were supposed to be / should have been / ought to be / had got to be here at 5: you're half an hour late as usual!
  - 4 Sam, you mustn't / don't have to / needn't / can't worry we'll be back in time for the match on TV
  - 5 Your roof needs to be repaired / repairing / have repaired / be repairing. My dad can fix it in no time.
  - 6 You aren't allowed to / aren't able to / can't / don't manage to drink alcohol under 21

#### Units 20, 21, 22

- Underline the correct form. In some sentences there may be more than one choice.
  - Bring a few more loaves of bread in case we would need / needed / will need / need to make more sandwiches.
  - 2 If we wouldn't have had / haven't had / hadn't had / didn't have an important meeting we'd have come to the movies with you.
  - 3 They weren't / wouldn't be / wouldn't have been / hadn't been so upset now if you had called to tell them you were late.
  - 4 I wish I had been / I were / I have been / I would be less shy when I was a child.
  - 5 If only I would speak / could speak / had spoken / would have spoken so many languages as you, you're so lucky
  - 6 Sylvia is such a chatterbox. I wish she was stopping / had stopped / would stop / stops talking so much when I work

#### Units 23, 24, 25

- 9 Underline the correct form. In some sentences there may be more than one choice.
  - 1 When we arrived at the hotel we couldn't go into our room because it hadn't been cleaned / was cleaned / hasn't been cleaned / was being cleaned
  - 2 He had / made / got / let his jaw broken many times until he gave up boxing.
  - 3 Why don't you let / make / have / get your cat sleep on the bed?
  - 4 This email is in Russian but I can't speak it: I'll have / make / let / get it translated by a friend from Moscow.
  - 5 When did you have / make / let / get your nose pierced?
  - 6 Just a second, make me / have me / let me / get me explain what happened first.
  - 7 Spaghetti is said being / to be / to have been / having been brought here by Marco Polo.
  - 8 The police found all the jewels that were stole / had been stolen / stole / were being stolen three days before.

#### Unit 26

- 10 Underline the correct form. In some sentences there may be more than one choice.
  - 1 The tour guide suggested / advised / recommended / told us not to buy souvenirs in that shop because it was too expensive.
  - 2 Why don't you help me done / to do / doing / do the housework for a change?
  - 3 I really can't help / stand / bear / offord worrying when my kids are travelling so far.
  - 4 Do you mind to repeat / repeating / you repeat / repeat your surname?
  - 5 They were let confess / made to confess / got to confess / due to confess after a long questioning.
  - 6 If you can't open that jar this way, try putting / to put / put / with put it in hot water.

#### Units 27, 28

- 11 Underline the correct form. In some sentences there may be more than one choice.
  - 1 Tom said he will phone / was going to phone / would phone / would have phoned us but he never did
  - 2 The doctor said / advised / suggested / recommended taking some vitamin supplements for a week.
  - 3 John said he must / should have to / had to / has had to work at the weekend
  - 4 Were you able to / Did you manage to / Could you / Did you succeed in get in touch with the travel agency?
  - 5 He complained / warned / blamed / accused that he hadn't received the goods although he had ordered it a month before.
  - 6 Lasked him if I could read his paper but he denied / forbid / discouraged / refused to give it to me.
  - 7 James insisted to pay / on paying / that he paid / with paying for the pizza because it was my birthday.
  - 8 Professor Higgins congratulated Anne for passing / to pass / on passing / of passing the test with the highest mark.

#### Unit 29

- 12 Underline the correct form. In some sentences there may be more than one choice.
  - 1 Did you thank the woman that she / which / whose / who found your laptop on the plane?
  - When I was on holiday I made a lot of friends, who / whom / which / that was probably the best part of my trip.
  - 3 Our neighbours helped us to move out, who / which / that / when was something I'll never forget
  - 4 Where did you buy the jacket that you / which you / you / whom you were wearing yesterday?

#### Units 30, 31

- 13 Underline the correct form. In some sentences there may be more than one choice.
  - 1 We won the second prize despite / although / even though / however we had only bought two lottery tickets.
  - 2 He was very worned due to / because / on account of / since the mistakes he had made in the test.
  - 3 Well, in my opinion / according to me / as far as me / in my point of view we should try the new system.
  - 4 Children can use the toys unless / until / provided that / as long as they put them away after playing with them.
  - 5 Mum did the shopping in the morning so as to / in order to / because of / for have more time to organise Grandpa's surprise party.
  - 6 I love spending time with friends but by contrast / in spite / on the other hand / all in all I also enjoy staying at home on my own.
  - 7 Since / As / For / Besides we were in a hurry, we took a taxi to get there.
  - Why don't we go to a That restaurant instead of / whereas / as opposed / unlike the usual Sushi Cafe?

#### Units 32, 33, 34

- 14 Underline the correct form. In some sentences there may be more than one choice.
  - 1 She gave us the news / the news us / to us the news / the news to us two days ago.
  - 2 What will it happen / will happen / it will happen / happens if I press this button?
  - 3 Neither / Either / Nobody / None of my parents can ride a scooter.
  - 4 You took part in last year's New York marathon, have you / didn't you / isn't it / haven't you?
  - 5 Don't call me before 5 PM, do you / will you / could you / shall you?
  - 6 Hugh goes running every day and so does Peter / so Peter does / so goes Peter / so Peter
  - 7 Roger's finished the test but Larry didn't / isn't / doesn't / hasn't.
  - 8 I'm not going to be selected, am i / aren't i / don't i / will i?

#### Units 35, 36

- 15 Underline the correct form. In some sentences there may be more than one choice.
  - In / At / On / By that moment she realised she'd left her ID in the kitchen.
  - 2 The expiry date of the tomato sauce is written at / on / in / onto the bottom of the can.
  - Please let me know what you have decided to do until / before / by / within the end of next week
  - 4 Lucy is in / at / on / into the hospital, she's visiting her grandmother
  - We usually travel there in our caravan / on our scooter / with our van / by the car.
  - 6 There's a newsagent's in the end / at the end / on the end / to the end of this street.
  - 7 The use of the term 'West End' began in the early 19th century to describe fashionable areas on / to / at / into the west of Charing Cross.
  - 8 Policemen aren't supposed to smoke or drink when they are on /ot / in / of duty.
  - 9 Sorry, Madam, this item is not in / for / at / on sale: it is just a sample.
  - 10 I'm not responsible with /of / about / for what happens after 7PM.
  - 11 Anna and Mark are fond on / of / with / in travelling: they have been everywhere on earth.
  - 12 Don't tell your sister she might be shocked at / for / with / by the news.
  - 13 I'm sorry: I didn't do it by / on / in / for purpose.
  - 14 Many celebrities spend loads of money in / for / on / with cosmetic surgery
  - 15 I left the party because I didn't like the people and I didn't feel with / in / at / on ease.
  - 16 I'm fed up / upset / annoyed / tired of waiting: I'm going home.
  - 17 What does the story tell / deal / talk / speak about?
  - 18 He suffers of / with / from / for a rare disease that can only be cured with this herb.

#### Unit 37

#### 16 Underline the correct form. In some sentences there may be more than one choice.

- 1 If you want to earn more interest you will have to do / make / get / take a different type of investment.
- 2 Why don't you drink some herbal tea? It will have / make / get / do you good.
- It makes / has / takes / gets a long time to play the piano so well.
- 4 | always think I was a very lucky girl because I had / took / made / got the chance to travel around the world since a very early age.
- 5 Let me know when you make / get / come / reach to an agreement.
- 6 I must go on a diet: I've been earning / getting / putting on / gaining weight.

#### Units 38, 39

#### 17 Underline the correct form. In some sentences there may be more than one choice.

- 1 Hello, this is Greg Dawson. Could you put me forward / up / off / through to Mr Patterson, please?
- It was really hard for me to put / break / bring / turn down his invitation, but I felt it was the right thing to do.
- 3 What horrible smell! The meat must have gone / got / come / taken off.
- 4 The Black Death broke in / up / out / down in 1348 and it killed one third of the population.
- 5 We made / did / brought / took up our cottage and changed all the furniture last year.
- 6 I usually get on well with him but sometimes we break up / drop off / fall out / come over over silly things.
- 7 If I were you I wouldn't bring up / take on / come across / run into the subject again
- 8 I hate it when people break / cut / pick / speak in while I'm speaking.
- 9 My son wastes a lot of time staying up / hanging out / going on / staying over with friends instead of doing his homework.
- 10 Would you mind putting / turning / getting / taking out your cigarette? This is a non-smoking area.
- 11 I don't believe in aromatherapy, there is no evidence to give / set / put / back it up.
- 12 I still have a mortgage to pay off / over / back / out so I can't spend so much on a holiday.

#### Units 40, 41, 42, 43

#### 18 Underline the correct form. In some sentences there may be more than one choice.

- 1 We're supposed to be tackling this business in an ordered / ordering / ordinated / orderly fashion, remember?
- 2 Charlie is such an embarrassment / embarrassingly / embarrassed / embarrassing bad tennis player that no one wants to play with him.
- 3 My great-grandmother had a very pleasing / pleasurable / pleasant / pleased voice
- 4 To my atter surprise the fox was alive / living / live / lively although it had been run over by the truck.
- 5 There's a variable / variety / various of dialects in our country which have almost nothing in common with each other.
- 6 You need to be physique / physic / physical / physically fit to be a pilot.
- 7 It was an enjoying / enjoyable / enjoyment / enjoyed evening that we'll never forget.
- 8 The full board formula lets you enjoy a careless / careful / carefree / caring holiday and think only about fun.
- 9 It was a very uneventful / eventless / uneventual / eventfree week so we were bored
- 10 My 3-year-old child often says unsensed / insensible / senseless / insensitive words. I think he's trying to understand how language works.
- 11 We've been trying to decrease the likelihood / likeliness / likedom / likelity of such accidents.
- 12 Capitalistic societies can only thrive thanks to consuming / consumerism / consumistic / consumptioning.

## **Audio Scripts**

#### TRACK 1

#### Unit 1 exercise 4

Woman: Tell me about your city.

Boy: Well, I live in a town by the sea. I quite like living

there

Woman: How do you usualty go to school?

Boy: It depends. When it rains I go by bus, if it's sunny

walk

Woman: What do you think of horror movies?

Boy: Actually, I enjoy watching them.

Woman: What are your hobbies?

Boy: This year I'm doing a course at the drama school, It's

fun.

Woman: What do your parents do?

Boy: My father doesn't work and my mother's a doctor.

Woman: What are your plans for the summer?

Boy: I'm going to Australia for a couple of months.

Woman: What are your subjects this year?

Boy: This year I'm studying Maths, Science and Physics.

Woman: What's the weather like in your country?

Boy: It's usually sunny and warm. It hardly ever rains.

#### TRACK Z

#### Unit 1 exercise 7

Woman 1: And who's this girl?

Woman 2: Which one? The one sitting on the white sofa?

Woman I Yes, what a lovely smile...

Woman 2: Oh that's my daughter! She's always walking

barefoot at home, which really drives me mad.

She can't stand wearing slippers.

Woman 1: She looks like you a lot

Woman 2: Yeah, I suppose she takes after me.

Woman 1 What are you doing?

Woman 2: Oh, we're browsing through a magazine.

I remember that day

Woman 1: What a wonderful bright living room you have

And I can see a garden through the window

behind the sofa.

Woman 2: Yes, though it's not that big...

#### TRACK 3

#### Unit 2 exercise 4

Last night I had a dream that I was babysitting my little sister at my place when someone rang the doorbell. I opened the door and I saw two strange-looking men who were standing on their hands: one of them was wearing a clown outfit while the other looked like an ape and kept tehing silty jokes trying to make me laugh. They told me they were looking for their black and white kitten and when I said I hadn't seen it they rushed upstairs where my sister was sleeping. Then I woke up.

#### TRACK 4

#### Unit 3 exercise 4

Few people passed. The man out of the last house passed on his way home; she heard his footsteps clacking along the concrete pavement and afterwards crunching on the cinder path before the new red houses. One time there used to be a field there in which they used to play every evening with other people's children. Then a man from Belfast bought the field and built houses in it – not like their little brown houses but bright brick houses with shining roofs. The children of the

avenue used to play together in that field – the Devines, the Waters, the Dunns, little Keogh the copple, she and her brothers and sisters. Emest, however, never played: he was too grown up. Her father used often to hunt them in out of the field with his blackthorn stick; but usually little Keogh used to keep not and call out when he saw her father coming. Still they seemed to have been rather happy then. Her father was not so bad then, and besides, her mother was alive. That was a long time ago; she and her brothers and sisters were all grown up her mother was dead. Tizzie Dunn was dead, too, and the Waters had gone back to England. Everything changes.

#### TRACK 5

#### Unit 4 exercise 4

Tina: George where have you been? It's almost 5 and my

parents will be here for dinner by 7.

George: Sorry Tina, I was stuck in a traffic jam for almost an

hour and the cell phone battery went dead

Tina: I hope you've bought all we need for the cocktail at

least. Did you find the frozen shrimp?

George: Yes, I got two packets, but unfortunately they were

out of mayonnaise.

Tina: Oh, that's not too bad. I can make it myself. But I

need the eggs. Did you get them?

George: Yes, I got a dozen. What did you manage to do in the

meantime?

Tina: The lasagna is in the oven and it's ready. I wanted to

make meatballs but then I realised I didn't have any

cheese

George: I got some Parmesan cheese if you want. Shall we

make them now? I'll give you a hand with that.

Tena; Ok, but first put the bottles of white wine you bought

in the Indge.

#### TRACK 6

#### Unit 5 exercise 6

Dave: Is that you Rebecca?

Rebecca: Excuse me, I don't think I know you...

Dave: Reb, it's me, Dave. Don't you remember? We were

classmates at primary school.

Rebecca: David Crosby! I don't believe it. Boy, have you

changed! I would never have recognized you.

Dave: Yeah, I guess I was just a kild and at 10 I had no beard. You look exactly the same, though. What have

you been doing in the past 25 years?

Rebecca: Oh, nothing special. I still live here in Brighton, with my husband. I have two kids, a boy of 8 and a girl of

5. I used to work as a teacher but I stopped when I

had my second child.

Dave: Sounds great. I have a daughter too, but my ex wife and I got deported in 2012. I moved to London last

and I got divorced in 2012. I moved to London last year, so I just come here at weekends to see Zoe.

Rebecca: I see. Look, I've got to go now, I have to pick up the

kids from school in about 15 minutes. Here's my phone number why don't you call me this afternoon? If you're in town this weekend, you could

come round for a cup of coffee and we could catch up on things...

Dave: Lovely. I'll call you at around 2pm. It was really nice

seeing you again. You look wonderful as usual.

Rebecca: Thanks, Dave. I'll speak to you later. Bye!

#### Unit 6 exercise 3

It was on a dreary night of November that I beheld the accomplishment of my toils.[...] It was already one in the morning; the rain pattered dismally against the panes, and my candle was nearly burnt out, when, by the glimmer of the half-extinguished light, I saw the duli yellow eye of the creature open; It breathed hard, and a convulsive motion agitated its limbs. [...]

How can I describe my emotions at this catastrophe? [...] I had selected his features as beautiful. Beautiful! -Great God! His yellow skin scarcely covered the work of muscles and arteries beneath; his hair was of a fustrous black, and flowing; his teeth of a pearly whiteness; but these luxurances only formed a more horrid contrast with his watery eyes, that seemed almost of the same colour as the dun white sockets in which they were set, his shrivelled complexion and straight black lips.

I had worked hard for nearly two years, for the sole purpose of infusing afe into an inanimate body. For this I had deprived myself of rest and health. I had desired it with an ardour that far exceeded moderation; but now that I had finished [...] breathless horror and disgust filled my heart. Unable to endure the aspect of the being I had created, I rushed out of the room, continued a long time traversing my bed chamber, unable to compose my mind to sleep.

#### TRACK 8

#### Unit 7 exercise 4

Robert Falcon Scott was a British explorer who led two expeditions to the South Pole, and died on the disastrous. second trip, along with his crew. His expedition reached the South Pole after Roald Amundsen, who led the first. Scott led his first British Antarctic expedition on the ship HMS. Discovery from 1901 to 1904, On this mission, they sailed along Northern Ross Island to Mount Terror. Scott named this new area King Edward VI's Land. In 1902 Scott made the first balloon flight on Antarctica, From November 1902 to January 1903 Scott and two crew members thed to cross the Ross ice shelf on a sled pulled by 19 dogs. However they became ill with scurvy and they had to return. Soon after, most of the crew returned to England, but Scott and a few others remained to explore the area until September 1904. When he returned to England, he became very popular and published 'The Voyage of Discovery' in 1905. Scott's second Antarctic Expedition started. 5 years later. He set out for Antarctica, on June 1, 1910, on a ship called the Terra Nova. He was racing against Roald Amundsen to be the first man to the South Pole. Scott and his crew reached Ross Island on January 4, 1911 and prepared for a sled trip to the South Pole which started on November. 1s While they were still crossing the Beardmore Glacier, Amundsen reached the South Pole on January 4, 1912, so by the time Scott's team reached the pole on January 18, 1912, Amundsen had already left the Norwegian flag there. In his journal, Scott wrote, "Great God! This is an awful place, and terrible enough for us to have laboured to it without the reward of priority." Scott and his crew were frozen, exhausted, disappointed, and suffering from scurvy as they began their return trip. By February 17, one crew member, Seaman Edgar Evans had died. Other members of the expedition began to die, and they set up their last camp on March 11, 1912 only 11 miles from a depot where they could have

found supplies. A raging blizzard kept them from the depot, and the remaining crew died at this camp. They were found dead in their sleeping bags by a rescue party on November 12, 1912.

#### TRACK 9

#### Unit 8 exercise 4

Brenda: Hi Farrah, did you get my text message?

Farrah: Oh, right... Brad and Lisa's barbecue party next
Saturday.

Brenda I'm definitely going. What about you?

Farrah I'm not sure yet. If the baby sitter comes for the kids I'll go, but I still haven't talked to her. I guess I will go anyway.

Brenda: I see. I'm going to get something for their new home today. Why don't we go together?

Farrah: Sure, where shall we meet?

Brenda: I'm seeing Adam in front of the department store at 3.30. Let's meet there.

Farrah: Fine, I'll join you there at 3,30 then.

Brenda: Ok, after the shopping I'm going to pick up the kids from the gym. I'm taking them to their favourite pizza restaurant. Do you want to come with us?

Farrah: No, thanks, Brenda. Rob's coming back from Germany this evening. I think I'll have to pick him up from the airport.

Brenda: Ok, see you later then. Bye

Farrah: Bye.

#### TRACK 10

#### Unit 9 exercise 3

Gridy: Hi Tracy. What are you doing on Friday?

Tracy: Hey Aley, I'll be going shopping to buy a po

Tracy: Hey Alex. I'll be going shopping to buy a present for Mick. How about you?

Cindy: I'll be working on my History report and I'll be studying for my Science test.

Tracy: Oh, I see. What about Saturday? I'll be watching the new 'Divergent' movie with Mick after dinner. It's on at the Odeon at 835. Why don't you join us?

Cindy: Sounds great. By Saturday evening I think t'il have finished writing my report. Yes, I'd love to go with you. What time do you think you will be leaving to go to the cinema?

Tracy: Mick and I will be leaving right after dinner, at 8, since we live close to the cinema. What time will you be leaving?

Cindy: I think I'll have to leave around 7.30 to be on time.

Tracy: Great, we'll have got there by that time so I'll be meeting you right in front of the box office, ok?

Cindy: fine. See you on Saturday then. Bye Tracy.

Tracy: Bye, Cindy

#### TRACK 11

#### Unit 10 exercise 5

- 1 A narrow-minded person is a person that is not open to different ideas/thoughts, they do not tolerate opinions that differ from theirs and have biased ideas.
- 2 A high-spirited person has a lot of energy and enthusiasm which give him/her an optimistic view of life
- 3 A well-educated person is someone who has extensive knowledge and culture because he /she has studied for a

long time and probably has a university degree.

- 4 A well-behaved child has good manners and is never rule. He/She acts and speaks politely and respects social rules.
- 5 You are absent-minded if you act carelessly or don't think much about the consequences of your actions.
- 6 A quick-witted person is clever, smart and fast at understanding or discovering things.
- 7 If a place is brightly-lit it means it isn't dark so you can see well.
- 8 A strong-willed person is very determined and stubbornly tries to achieve his/her goals. He or she doesn't take no for an answer and won't stop until he/she obtains what he wants
- 9 A densely populated area is a place where the percentage of people living in a given zone is very high.
- 10 If something is outdated it means it isn't modern enough and belongs to the past because it is either unfashionable or too old to be useful.

#### TRACK 12

Unit 11 exercise 6

1

Jenny: Hi Rob, it's been a while since I last saw you. Have

you been studying for your exams?

Rob: Hey, Jenny!, Well, actualty, I've been doing a lot of other things and I've missed a lot of lectures. In fact, I haven't cracked a book in over 3 weeks... well.

I guess I'll have to catch up on work now

Z

...and I have a daughter, Emma. She's 37 now. She was born when I was already in my mid-forties and it was a bit hard to raise her on my own as my husband used to work abroad. I was fired all the time because I had a part-time job in the morning and then I looked after her until late at right. I never regretted my choice though she's a loving daughter.

We watched closely as Mrs Watanabe demonstrated how to heat the water, put the tea leaves into the pot and then wait until it was ready to pour into the little cups. We couldn't see what she put inside the cups before pouring the tea, because we weren't in the front row. I think it was a sort of nut or something. You know, the Japanese drink tea in a different way: they don't put any sugar or milk or lemon in it.

Man 1: I think we'd better go by taxi. Our flight leaves at 8 a.m. and we can't afford to miss it.

Man 2: Don't worry, we'll be there in time, I have arranged

for a tau to pick us up at 6a.m. Of course we'll feel a bit sleepy, but if we don't go to bed too late, that won't be a problem. Besides, we'll be able to have a

nap during the flight to Montreal.

#### TRACK 13

Unit 12 exercise 2

'The Phantom of the Opera'

'Gone with the Wind'

'The Heiress'

'The young Victoria'

'The Usual Suspects'

'The Elephant Man'

'The Addams Family'

'The Taming of the Shrew'

#### TRACK 14

Unit 13 exercise 3

Interviewer: Are these homes like the ones in your country?

Which of these two houses would you rather live

lu3

Student: Well, both of these houses are really beautiful.

Actually, I can't see many differences between them: both have pointed roofs, a wonderful garden with plenty of space and several plants and trees around. I suppose neither of them is in an Italian city, because most people live in flats in my country and very few can afford to live in large houses, because we don't have enough space in towns. In the country it's a bit different, though... anyway. I think I'd love to live in either of these homes, but maybe I slightly prefer the one on the right, because the lawn in front of the house is larger.

#### TRACK 15

Meg:

Mam:

Unit 14 exercise 3

Grace: Mum, what was it like when you were my age? Meg: Well, when I was 16 most of the things that are

Well, when I was 16 most of the things that are essential for living today didn't even exist then. I mean cell phones, the Internet, MP3 players, Facebook, you know... It surely was easier to live, in a way, though it was harder to communicate. We only had landlines and we needed change to make phone calls from booths; we didn't have as much freedom as you do now. On the other hand, though, we used to spend more real time with real friends... My parents used to be stricter than I am with you and your brother, so we couldn't go out with our

friends as often as you do now. We spent more time with our family and less time doing sport or just being at home alone. We were basically less free than you.

Grace: Well, sounds like it was more difficult to be a teen

back then. I guess you had a worse life than me, Mum. Not necessarily. I mean, you may see it as more boring, but I remember those years as the best in my life, though at that time I thought they were the worst. Something else is different: your generation seems to like being teens for ever. And that makes sense, since you are much freer than we were and you also have more opportunities and more pocket money than our parents gave us. But we looked forward to being grown-ups and start living our own life. In the end I find that you and other leds your age aren't as determined as we were back in the eighties. At 16 I already knew I wanted to be a teacher, so going to school was something I had to and wanted to do, even though sometimes it wasn't as interesting as I would have liked it to be. You just

knew that you would have better opportunities if you

Grace: That's right, I guess it's harder now to believe that if you do well at school you'll find a better job. Most of my classmates don't really know what they are going to do and I'm as undecided as them, of course.

Don't worry, Grace. You'll figure out what you want to do later. As for now, just focus on learning as

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much as you can and one day, I'm sure, that'll come in handy

#### TRACK 16

#### Unit 15 exercise 3

- I've been eating far fewer calories since my operation.
- You ought to train much harder than you used to.
- 3 This is by far the direct place in the world
- 4 The further we can the sooner we'll get fit.
- 5 I really love tigers, but unfortunately there are fewer and fewer
- 6 It's not nearly as complicated as you think it is.
- 7 I haven't the slightest idea where he is.
- 8 She's felt much worse since her daughter left for California
- 9 The longer you sleep the healthier your skin will look.
- 10 I tried putting some more salt in the soup but it got even worse, so I had to throw it away.

#### TRACK 17

#### Unit 15 exercise 7

Both these pictures show beautiful tourist destinations. In the picture on the left I can easily recognize New York City as there's the Statue of Liberty in the foreground... Besides, the skyline in the background is by far the most famous in the world, so I guess anybody could tell that this is the 'Big Apple'. By contrast, the picture on the right is much harder to recognise: it must be an oriental city because the building shown in it. has got the typical roof of many Chinese buildings. It may be a theatre or a museum in. Hong Kong or in Beijing, but unfortunately I have never been to any Asian country so I can't really tell where the picture was taken. Anyway, I'm quite sure. a European traveller would be far more interested in visiting the Far East; actually, China and other oriental cities are becoming more and more popular with tourists because of the increasing importance of Asia in trade; on top of that, oriental culture has always appealed to western people because it's not nearly as well-known as the facts we learn about the western world at schools.

On the other hand, New York is such a unique symbol that it will always attract loads of people from everywhere. New York is also a lot closer to Europe than most Chinese crites, and the further you fly the more expensive the flight. Not everybody can afford to spend so much on a holiday. To make a long story short, I suppose the choice would depend on the number of trips the traveller has made: the more the trips around the world, the less the interest in a western destinat on

#### TRACK 18

#### Unit 16 exercise 5

- A What an awkward situation.
- B. I had such a good time with them.
- C You have no idea how painful it is:
- D. There are so many of them.
- F How thrilled I felt that day.
- F They're such good friends now.

#### TRACK 19

#### Unit 17 exercise 4

If this is your first airline flight, you should take the time to get familiar with common security rules and basic baggage

rules, and remember that you have to keep valuable or personal items in your carry-on baggage and not in your checked luggage. When you go through airport security you ought to avoid taking banned or restricted items through the security checkpoint. The items you mustr't bring onboard the plane are usually listed in signs around the checkpoint area; if you happen to take these items by mistake, you will have to leave them to the security personnel. Some items may be carned on board but you are supposed to pack them in the checked baggage. Such items include cutting instruments and knives, tools and sporting accessories like bats or sticks. If you have liquids, gels or aerosols, remember that they need to be kept in individual containers with a capacity of no greater. than 3.4 fluid ounces (100 ml). However you don't have to follow this quantity restriction if the liquids, gels or aerosols are used as a treatment, for medical conditions. You must also keep money and electronic devices in your carry-on. luggage. Last but not least, you had better check all the travel documents well in advance: if your passport needs renewing, for instance, this will take a while, so you shouldn't do it just before leaving.

#### TRACK 20

#### Unit 18 exercise 4

The Honour Code at Providence High School aims at helping students achieve success both in academic work and in character development. It is therefore very important for students to learn and respect these rules

- 1 Students may not have more than 10 class absences per year course, However if they exceed this number they will be allowed to recover them, by attending extra afternoon sessions at school. The schedule is determined at the beginning of the school year. If the student fails to complete the required recovery for absences more than 10 per course he or she will be given a grade "F" for that course.
- 2 In the event of an absence, a student must bring a note signed by a parent or legal guardian stating the reason for the absence. Notes presented more than five days after the student returns to school WILL NOT be accepted
- 3 Students are permitted to carry their phones and other electronic devices as long as they are turned completely off and not visible during school hours. These devices can only be used as part of their instruction as directed by the teacher. Violation of this rule will result in confiscation of the student's cell phone, iPod, or other electronic device. Cell phones and other electronic devices will be returned after a variable confiscation time: 3 school days for the 1st offence, 5 school days for the 2nd offence, 7 school days for the third offence.
- 4 Students are required to wear appropriate clothes at all times for health and safety reasons. Students aren't allowed to wear hats, caps, or other headgear, including sunglasses. No item may be carned if it may be used as a weapon. These items will be confiscated. Other items that cannot be worn at school are bedroom slippers, pyjamas, clothing displaying offensive language or pictures, tops exposing stomachs, miniskirts and shorts, see-through clothes.

#### TRACK 21

#### Unit 18 exercise 6

The picture on the left shows a woman and a child, who are likely to be a mother and her young son. She may be telling

him off for doing something he wasn't allowed to do. The boy is sulking and has an angry look in his eyes, but he might be sorry for what he did. In the other picture I can see another mother with her teenage boy. I think he has been working on a maths exercise but can't do it. Maybe he is feeling frustrated because he hasn't managed to solve it yet. His mother looks a bit annoyed maybe she's telling him that he will never succeed in doing it if he doesn't try solving it in another way.

#### TRACK 22

#### Unit 19 exercise 4

- I made a big mistake when I decided to leave school and find a job. I was just 16 and back then I just wanted to be independent and do what I wanted I thought I could do anything I wanted just because I was determined and strong. Now that I have a daughter I find it particularly difficult to convince her that education is important and it will pay off in the end.
- I still haven't decided what to do after high school: maybe i'll take a gap year and travel around the world before I decide if I want to work or go to university. I may even find a job abroad and decide to live there, who knows... of course my parents would like me to go to university but I still haven't made up my mind.
- 3 College life is quite different from high school. You need to be well organised if you want to do other things besides studying. I spent most of my freshman year catching up with academic work and getting ready for exams, it can be pretty stressful in the beginning, then you learn to make the most of your time.
- 4 Things have changed so much since I was a student myself. When you start doing this job you think you will find kids that are just like you at that age. And that is the big mistake. Today's high school students are quite hard to involve in what you are trying to teach them, they get bored easily. A good teacher today is a person that has enough chansma and sense of humour to become someone to look up to...
- 5 My favourite teacher is Mr Karlsberg. He's been teaching us Science for a couple of years. The thing I like the most about him is that he's friendly and informal, but at the same time he manages to get us to learn. I also like him because of his hinny German accent and I love to hear him speak German on the phone.

#### TRACK 23

#### Unit 20 exercise 4

- 1 ...! haven't the slightest idea, because I don't like to plan my holidays so far in advance. I guess I'll find some cheap last minute flight, if I can find any in July, and go there. Last year I went to Sardinia and I had a wonderful 2-week holiday in a dream holiday home by the sea, if I don't find anything I can afford, I'll probably get the chance to redecorate my flat: it's been years since I last did it, so that could be a sensible alternative.
- We usually plan our vacation well in advance because we have 3 kids and when you wait until the very last moment you really have a hard time finding accommodation that is affordable. This year we're going to Florida: we're taking the kids to Disneyworld and then we're going to rent a car and drive down to Miami, where my sister lives. If the weather is fine we may drive further south and stay a couple more days in Key West, the little island where

Hemingway Irved, you know...

- 3 I never go on holiday in summer, because I run a Bed&Breakfast and that's when most guests book to have their holidays. My write and I close our 8&8 after the Christmas holidays in late January. We really love the sea so 5 years ago we bought a little house in Naxos, a beautiful istand in the Cyclades. The weather is fine all year round, so we usually spend a month there in February. Life is really inexpensive on Naxos, so we may decide to move there for good when we retire.
- 4 I'm a scuba diving instructor so I guess I've been on holiday since I decided to leave my job as an engineer in Melbourne and move to the Maldive Islands. I was fed up with the job and I grabbed the opportunity to make the most of my hobby when I saw the ad in the newspaper and applied for the position. It wasn't hard to make up my mind and leave, because I'm a single 30-year-old man and I have no kids. I only have a sister that I visit once a year when I get back to Australia, if she's not travelling on holiday
- 5 My dream is to go to Australia one day. My Spanish cousin has just come back from a year-long study holiday in Perth and he said he had a wonderful time there. Of course, my parents are far from being happy about this plan, because Australia is on the other side of the world. Anyway, I've already started saving up for the flight, which is quite expensive. I think I'll have enough money by the time I turn 18 so I still have to wait 2 years before my dream comes

#### TRACK 24

#### Unit 21 exercise 5

Tom: I don't like smartphones at all. I think our life has turned into a nightmare since they invented cell phones. Everybody can call you at any time of the day and night. Unfortunately I need my smartphone for work.

Aysha: I regret leaving university before graduating, but my country was at war so I had to escape a few months before my graduation day. I hope I'll be able to finish what I started one day.

Sherla. I really love horse-riding: I tried it a couple of times when I was on vacation and it's great fun but unfortunately there are no riding schools where I live and can only do it in the summer

Paddy I 'm from Cork and I lived there until I was 22, then I marned an Italian woman. We got divorced a few years ago but I'm working in Mitan now, so I still live here.

#### TRACK 25

#### Unit 22 exercise 5

- I will never forget the day I met Amrita, the beautiful young woman I sat next to during my flight to Sri Lanka 25 years ago. She had a perfect English accent and had studied Law in England: she had had an adventurous life and apart from being incredibly well-educated and clever, she was breathtakingly beautiful. We exchanged our addresses and phone numbers, but unfortunately I lost her name card when I got back home. Such a pity!
- 2 ... so I decided I wanted to work because I was fed up being a housewife and full-time mother. I had been feeling useless and depressed with too much time on my hands, and

besides my friends seemed to be thinking that I was spoilt. I had no idea how stressful it would be to juggle between work and family. I wonder why I made that silly decision sometimes...

- 3 I used to be what is commonly known as a workaholic. Basically all I did was working obsessively. The incredible thing is that not only did I not enjoy my job, I absolutely despised it. I was a lawyer's PA and working overtime was the usual thing. I left the house at 6 and got back home as late as 10 pm. My girl was raised by my baby-sitter before I eventually gave up the job and started fiving again. I really regret not seeing my daughter grow into the 12-year-old girl she is now, though.
- 4 When I started university I did it mostly because of my parents, who had always wanted me to be a doctor. My lather hadn't had the chance to go to university and I knew that he expected me to partly make his dream come true. I did become a doctor in the end, but I must confess my dream was to be an opera singer. I sing in a choir as often as possible but If I could turn back time I'd probably choose a different path
- 5 I've always loved music. My parents were musicians as well so nobody was surprised when I decided I wanted to be a violinist. The thing is that nowadays there are very few people that can actually get good jobs as musicians. I mean, you've got to be really good, and..well, I wasn't. I liked playing and everything, but no matter how hard I tried I never won any competition and I collected countless unsuccessful auditions until I finally gave up and set up a musical instruments store with my parents' help. I guess I shouldn't have wasted so much time on that career...

#### TRACK 26

#### Unit 23 exercise 5

- O According to some scholars Richard III probably killed his two nephews.
- 1 Abraham Lincoln's assassination occurred in 1865.
- 2 In 2016 they will hold the Olympic games in Rio.
- 3 Nobody has invented the time machine yet.
- 4 Have you ever wondered what would happen if an asteroid hit our planet?
- 5 According to one of the major Swiss telecommunication companies 250,000 fans are viewing the band's website at the mossent.
- 6 It may sound incredible but the best oil you must use to make crispy French fines is oil you have used continuously for a while

#### TRACK 27

#### Unit 24 exercise 3

Porcelain was invented by the Chinese in around the 7th century AD. Then it was exported to the Islamic world. By the 14th century porcelain was being brought to Europe by the Ming Dynasty, which is known for its blue-and-white wares. Much of the porcelain trade was controlled by the Ming Dynasty, thanks to which it spread all over Asia, Africa and Europe through the Silk Road. Later, Portuguese merchants began direct trade over the sea route with the Ming Dynasty in the 16th century and they were followed by Dutch merchants. It was not until the early 18th century that the Chinese process of making porcelain was discovered by a German potter. In the following decades many European potteries started to be set

up. Many of the world's best-known pottenes were founded during this period - Royal Saxon in 1710, Wedgwood in 1839, Royal Copenhagen in 1772, and Spade, which was established in 1732 in England.

#### TRACK 28

#### Unit 25 exercise 5

Ada: Hey! Old you make all these delicious-looking plates of food yourself?

Janet Of course not. I mean, I love cooking and everything but I'd never have managed to get all of these foods ready for this evening if my friends hadn't helped me: you'll meet them in a few minutes, they're still

Ada: Oh, I bet YOU made the sweet-sour pork, though.
Nobody can make it as well as you. And I can't wait

to have some

Janet: Yeah, but don't worry, it doesn't take as long as you might think. I had the mushroom egg rolls made by Mum: hers taste much better than mine, but she has never let me watch how she makes them; it's a secret recipe. And the curry rice is Japanese style: I had it made by my friend from Tokyo who was my roommate at college. Her name's Kimiko.

Ada: You've made me hungry! Look at the shrimp! So

mouthwatering!

Janet. I made Rupert cook that. He didn't want to do anything, but I told him I wouldn't take no for an answer. You know, he lived in Bangkok for a while and he learned to make this That speciality from his girlfriend. I've never tasted anything as delicious. And I'm sure you'll love the ginger & clam soup, too: I had it made by Xiao-jia. It's typical of Qing-Dao, the Chinese city he's from. It's hot and spicy

Ada: Great, I can't wait to start tasting everything. And where shall I put my tiramisu? I hope it tastes as good as the one I made last month

Janet: I bet it does, unfortunately... I know I'll have to go running every day for two weeks just to shed what we're going to eat tonight (both laughing)

#### TRACK 29

#### Unit 26 exercise 5

- 1 A What about going to the cinema tonight.
  - 8 Oh, well, actually I'm a bit tired. Why don't we watch a DVD at home instead? I'm a bit tired.
  - Fine, what movie would you like to see?
- 2 A Have you seen the latest 'Hunger Games' movie?
  - 8 Yes, I have. Actually, I really loved it. What about you?

    Did you like it?
  - A Well, I didn't like it as much as the first one, but I think it's still a good film. I'd suggest watching it anyway.
- 3 A I'm sleepy. I think I'll go to bed, Dad.
  - 8 Ok, don't forget to brush your teeth, Dave.
  - A Ok, good night, Dad
- 4 Kev Robertson began work as a cameraman in the documentary division of the BBC, as well as shooting music videos. He went on to work as a director of photography on a number of feature films including the award winning 'Quality of Life' which was awarded the Glass Bear at the Berlin Film Festival and the gritty prison biopic 'Black August'.

#### Unit 27 exercise 3

- 1 Mrs Dalloway said she would buy the flowers herself.
- 2 'Please, Sir', replied Oliver, 'I want some more'.
- 3 Oscar Wilde said: 'I can resist anything except temptation'.
- 4 The monster wondered why people were chasing him away.
- 5 Jane thought that she had seen Mr. Reeds' ghost because that was where he had died.
- 6 'Jekyll is ill, too,' Mr Utterson told him.

#### TRACK 31

#### Unit 28 exercise 5

- My mother regretted buying the smartphone.
- 2 Tony blamed me for what happened at the party.
- 3 Eric advised us to put the heavier things in the hand luggage.
- 4 They recommended going to the Confucian Temple.
- 5 We agreed to meet at Danny's place.
- 6 Tom denied doing it.

#### TRACK 32

#### Unit 28 exercise 6

Ann: Hi, Emma, I'

Hi, Emma. I'm so sorry I'm late. I was leaving the house when I realised I had left my smartphone on the desk in my bedroom, so I rushed upstairs to get it and I stumbled over. I fell down the stairs and

bruised my knee.

Emma: Oh, yeah? Well, You always seem to have an

excellent excuse for being late.

Ann: I'm not making up an excuse: look at my knee. See?

I didn't do it on purpose, of course.

Emma: Well, whatever. The thing is now we've missed the train and we'll have to wait for the next one! And we're going to be late. Perpember we had told

we're going to be late. Remember we had told Sue we'd be there early to help her make pizza and

get everything ready for the barbecue?

Ann: Don't worry, Emma. I talked to Jackie on the way here and she told me she'll pick us up in about 20

minutes. She'll drive us there so we'll have plenty of time to help Sue with everything. How about that?

Emma: Oh, that's good news...

Ann: Now, can we go for a coffee while we're waiting for Jackie? My knee really hurts and I need to sit down.

#### Track 33

#### Unit 29 exercise 7

- 0 The care with which you write a CV is very important.
- Please, put a tick next to the professional positions for which you want to apply.
- 2 Are the people for whom you are waiting from South America?
- 3 I can do without these things.
- 4 I'm fooking for a travel book that has a list of the main hotels in Burma.
- 5 Tom likes listening to music that I hate.
- 6 He's talking about a book that he read in his teens.

#### TRACK 34

#### Unit 30 exercise 5

1 I am more and more convinced that, with reference to any public question, it is more important to know what the country thinks of it than what the city thinks. The city does not think much. (Henry David Thoreau)

- 2 I don't play accurately—any one can play accurately—but I play with wonderful expression. As far as the piano is concerned, sentiment is my forte. I keep science for Life. (Oscar Wilde)
- 3 The business of a novelist is, in my opinion, to create characters to begin with, and then to set them in the snarl of the human currents of his time, so that there results an accurate permanent record of a phase of human history. (John dos Passos)
- 4 Among most Christians the Old Testament is little read in comparison to the New Testament. Furthermore, much of what is read is often distorted by prejudice. (Eric Fromm)
- 5 Men are not to be told anything they might find too painful; the secret depths of human nature, the sordid physicalities, might overwhelm or damage them. For instance, men often faint at the sight of their own blood, to which they are not accustomed. (Margaret Atwood)

#### TRACK 35

#### Unit 31 exercise 4

- 1 To begin with, the main thing to keep in mind is undoubtedly the purpose of the interview. In other words, it is the candidate's opportunity to show the examiner what he or she can do. Therefore, my advice is to avoid making the examiner spend too much time trying to squeeze words out of you: as a matter of fact, you should do most of the talking.
- 2 Although candidates may feel nervous and tongue-tied most of the time, some of them sometimes eventually make the opposite mistake: of course they have to show they can express themselves on a variety of issues, however, this doesn't mean they should talk and talk and talk. In my opinion, a candidate will prove to be using the right approach as long as he or she takes the initiative and tries to lead the conversation from time to time. After all, we mustn't forget that it takes two to have a conversation.
- 3 Broadly speaking, a candidate won't be judged on his or her opinions, despite this, they should nevertheless try and sound interesting. Of course, the examiner is not there to trick you or to make you say the wrong thing; in fact, he will try to put nervous candidates at ease so as to make them confident and fluent. So I'd say relax and enjoy the conversation as a pleasant experience, because as a result what you say will sound more natural and interesting.
- 4 Well, it's also a question of how you present yourself, I suppose. Undoubtedly, our posture as well as our facial expression can communicate certain things about us as accurately as words can. This is why when you enter the room for an interview, you shouldn't do so in a sheepish way as that may suggest you are not confident. Another thing is that you shouldn't look as if you're about to go through the worst experience. Last but not least, avoid sitting with your arms and legs firmly crossed as if you were protecting yourself from possible attack.
- 5 When we have a conversation with someone, we usually look at them; moreover, we often smile and nod to show that we are still following what they say. As a consequence, it's not a good idea to spend all the time in the interview gazing at the floor or at your legs; instead, you should look at the examiner, you can smile and even joke during the exam if you don't over do it, of course.

#### Unit 32 exercise 6

- Last summer I went with my parents to Sardinia. It was indeed a wonderful holiday.
- 2 I like very much pizza: it definitely is my favourite dish.
- 3 I will choose probably Engineering when I next year go to University.
- 4 Did you write in pencil the answers of the test?
- 5 I don't know very well my new neighbours but they look friendly.
- 6 I ate quickly my lunch because I was late.

#### TRACK 37

#### Unit 33 exercise 5

Wuthering Heights is a famous novel written by a 19th-century writer called Emily Brontë . It tells about the impossible love story between Catherine and Heathcliff, two characters that seem to be more Romantic than Victorian. Heathcliff loves Catherine, but she decides to marry Edgar Linton, who is a wealthy handsome young man. Heathcliff runs away and when he comes back he's a rich man that is determined to take revenge: he ruins Catherine's brother Hindley, treats Hindley's son Hareton like an animal and marries Linton's sister. Isabella only to make her miserable. The story is told by two narrators: Nelly Dean, the servant who has been close to Catherine and Heathcliff through their childhood years up, and Mr Lockwood, a gentleman who knows very little about the story. The book ends with the children of the two protagonists, Catherine's daughter and Hareton (Heathcliff's son), who are going to get married.

#### TRACK 38

#### Unit 34 exercise 1

- 1 Shut up, can't you?
- 2 You couldn't give me a lift downtown, could you?
- 3 Banks close at 5 pm, don't they?
- 4 It was a lovely concert, wasn't it?
- 5 Terry's daughter has lovely blue eyes, doesn't she?
- 6 You haven't found my earring in your car, have you?

#### TRACK 39

#### Unit 35 exercise 2

- Boy: All of these pictures show beautifully furnished bedrooms. Which of them would you choose for an article?
- Girl: Personally I prefer the room with the chest of drawers and the lamp on the right: it looks really large and I also like the wooden beams on the ceiling and door windows on the left which let a lot of light in. What about you?
- Boy: Well, it's hard for me to decide: I prefer sparse furniture with very few things around, and I'm more into homes with modern interior design, so I'd probably choose the one with the vase of flowers on the chest of drawers. I'm sure I'd never choose the room with the wooden chest at the bottom of the bed. Do you like it?
- Girl: No, not really. It looks much smaller than the other three and there are too many things in it. However, I find that the picture you'd choose shows a room that is a little too impersonal. I wouldn't feel comfortable sleeping in such a room. Besides, magazines often show these kinds of modern furniture so it would also be a bit boring.

- Boy: Yes, maybe you're right. Well the picture with the framed windows on the right doesn't look bad. There are a few things that I don't like much, like the nightstand by the bed and the dark leather armchair in the corner, but I guess this one looks much more clutter-free than picture D.
- Girl: Well, I think this room looks a bit cold as well, but at the same time it is not as impersonal as the one in picture C. I think this could be the picture we agree on.
- Boy: well, on second thoughts I feel that the picture you chose in the beginning is actually the best one. I don't really like wooden furniture but lots of people do, and at least the room is really large and brightly-lit

#### TRACK 40

#### Unit 36 exercises 5 and 6

The chart shows the changes in the annual market share of four hi-tech products over a period of 4 years. Overall, there has been a steady growth in the sales of smartphones and tablets, whereas the total amount of PCs on the market feli by 20%. The strongest product category appears to be the smartphone sector, which has increased from 55% at the beginning of the period to 60% in 2015: the sales of this product are expected to increase by 5 more points in 2016 and reach a market share of 70% in the following year. Tablet sales show a trend that is similar to smartphones: in 2014 the market share of this product was only 10% but it is expected to grow by 5% in 2016 and remain the same over the next year. The forecast is based on the fact that in 2015 the tablet sector held 13% of the market. By contrast, there will be a dramatic decrease in desktop PC sales, which will drop from 15% to 10% in 2015. Demand for this product will lose 2 more points in 2016 and it is estimated that by 2017 the desktop market share will be one third of the 2014 figure. The portable pc market share shows a less dramatic decrease, starting from 20% in 2014: in 2015 it decreased by 3% and it is expected to lose 5 more points in the following year. The 2017 portable PC sales are expected to be half the share they had at the beginning of the 4-year period.

#### TRACK 41

#### Unit 37 exercise 5

When you get ready for an exam, organising your academic work will make the difference and help you to achieve your goals without feeling stressed out or insecure before the test. Ideally you should focus on a course at a time in order to concentrate harder, but if you can't help working on more than one course, make sure you plan ahead on what you will do first, giving priority to the hardest subjects.

Remember to write down what your professors explain in class so that you will have plenty of notes to work on when you start the study phase. At home you can also look into the subjects you find more difficult to understand by looking up information on the Internet.

Schedule your individual work carefully since memorising data will take a while: if you're preparing for a written examination with exercises, do as much practice as possible; when you have an oral test, you can learn things faster if you list the main points of the topic you will have to talk about. Last but not least, avoid studying on the day before the exam as you will need to rest after the effort you've made. Whether you choose to see your friends or go for a walk, try not to think about the test and relax.

#### Unit 38 exercise 6

- 1 We've got enough cheese, but we're running out of eggs. We also need some olive oil.
- 2 I was doing well at university in the first year, anyway two years later I dropped out and set up my own business. It is the best choice I've ever made.
- 3 She called on me this morning. It was such a great surprise. I hadn't heard from her for a while, so it was really nice to talk to her again.
- 4 It took us six months to do up the house before we could actually move in, but I'd say it was worth it. It looks as if it
- 5 Too bad the party's been put off to Friday. I'll be in France then. I always miss the best things about school.
- 6 I've no idea how Ruth came into such a fortune. She kept complaining that she couldn't live on her salary, Now I guess the problem's over.

#### TRACK 43

#### Unit 39 exercise 4

- 1 ...And I went to see it with my friend Alice.Well, to tell you the truth, the film let me down a bit. After all it won four Oscars. I definitely liked the acting and the montage was great, though.
- 2 ...So I just bumped into Sally while I was on my way to the shops last Saturday. I hadn't seen her for ages so we arranged to meet for a coffee tomorrow: I guess we'll spend hours talking about what we've been doing in the past few years.
- 3 Did you hear about Alice's husband? He's been arrested for stealing lots of things from the supermarket he worked in. Apparently he'd been doing it for a while, but I didn't expect Alice to turn him in.
- 4 I used to be very different back then. As a teenager I tended to keep to myself and I felt awkward with the other kids my age. Grace was the one that changed it all. She helped me to build up my confidence and enjoy being with other people.
- 5 I studied German when I was at university. My boyfriend was from Berlin so I had a chance to speak it whenever I felt like. Unfortunately I've never had to use it for work so I guess it'll take some time to revise it before I move to Munich.

#### TRACK 44

#### Unit 40 exercise 4

- 1 if something or someone is loathsome, it means that they fill you with disgust.
- 2 a cowardly person is someone who is afraid and lacks courage.
- 3 If you feel sheepish you feel embarrassment about something.
- 4 An orderly person is someone who likes keeping things neat or well-arranged.
- 5 an affluent person is very wealthy and can afford to pay large sums of money.
- 6 a whimsical person behaves in a playful erratic way that isn't easy to predict.

#### TRACK 45

#### Unit 41 exercise 7

The Pegasus Aircraft Company based in Auckland has revealed details of its latest jetpack prototype. The company's CEO,

Mark Welsh, said that the new prototype was a key improvement over the previous one. "Changing the position of the jetpack's ducts has resulted in a big step forward in performance, especially in terms of its maneuverability," said Mr Welsh. He also added that the company has full certification from the Civil Aviation Authority for manned flight and has recently made great headway in increasing the flight time of the aircraft.

The company's present focus is on further improving the characteristics of the jetpack through some engine refinements in order to make it suitable for commercial sale. The company has appointed Henry Stuart to take on the role of Chief Finance Officer with a particular emphasis on assisting it in the preparation of the launch of the jetpack onto the market. "The jetpack continues to attract interest from potential customers and investors worldwide," said Mr Coker. "We are still concentrating on its development as an unmanned air vehicle". The company is also working on a jetpack simulator that will be available for sale in the next few months.

#### TRACK 46

#### Unit 42 exercise 5

- 1 pre'sent (verb)
- 2 live (adverb)
- 3 'record (noun)
- 4 de'sert (verb)
- 5 'export (noun)
- 6 ob'ject (verb)
- 7 'rebel (noun)
- 8 'suspect (noun)
- 9 pro'test (verb) 10 in'crease (verb)

#### TRACK 47

#### Unit 43 exercise 5

During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dreary tract of country; and at length found myself, as the shades of the evening drew on, within view of the melancholy House of Usher. I know not how it was-but, with the first glimpse of the building, a sense of insufferable gloom pervaded my spirit. [...] What was it-I paused to thinkwhat was it that so unnerved me in the contemplation of the House of Usher? It was a mystery all insoluble; nor could I grapple with the shadowy fancies that crowded upon me as I pondered. I was forced to fall back upon the unsatisfactory conclusion, that while, beyond doubt, there are combinations of very simple natural objects which have the power of thus affecting us, still the analysis of this power lies among considerations beyond our depth. [...] I reined my horse to the precipitous brink of a black and lurid tarn that lay in unruffled lustre by the dwelling, and gazed down-but with a shudder even more thrilling than before-upon the remodelled and inverted images of the gray sedge, and the ghastly treestems, and the vacant and eye-like windows.

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